Agenda of Workshop and Regular Meeting

The Board of Trustees
Abilene Independent School District

A Workshop and Regular Meeting of the Board of Trustees of Abilene Independent School District will be held Monday, July 6, 2026, beginning at 5:00 PM in the Boardroom, One AISD Center 241 Pine Street, Abilene, Texas 79601.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

I. Call to Order
II. Board Workshop Agenda
    A. Budget Workshop
    B. 2026-2027 AISD Employee Compensation Plan
    C. Board Policy BJCF (LOCAL) Update
    D. Student Code of Conduct
    E. Board Operating Procedures
III. Closed Session: A Closed Session may be held under the provisions of Texas Government Code, Chapter 551 including but not limited to Section 551.071, Section 551.072, Section 551.074, Section 551.076, and Section 551.082, and Section 551.0821.
    A. The Board may deliberate matters of Personnel, i.e. appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee. (Section 551.074)
        I. Professional Employment Contracts
    B. Consultation with Legal Counsel regarding Pending or Contemplated Litigation and/or Privileged Legal Advice (Section 551.071)
    C. The Board may discuss the Value, Exchange and/or Disposition of Real Property. (Section 551.072)
    D. The Board may discuss matters of Safety and Security. (Section 551.076)
        I. District Audit Report
    E. The Board may discuss matters pertaining to Students necessarily involving personally identifiable information, e.g. Student Discipline. (Sections 551.082, 551.0821)
IV. Reconvene from Closed Session (Approximately 7:00 p.m.)
    A. Invocation
    B. Pledge of Allegiance to the Flags of the United States of America and the State of Texas
    C. Board/Superintendent Announcements/Information

V. Recognitions
   A. UIL Texas State Solo & Ensemble Outstanding Performers
VI. Oral Communication from the Public
VII. Consent Agenda
   A. The Board will consider approval of the Budget Amendments.
   B. The Board will consider accepting the May Financials.
   C. The Board will consider approval of the Minutes of the June 4, 2026, Workshop Meeting, and June 8, 2026, Regular Meeting.
   D. The Board will consider approval of the Investment Report for Quarter Ending May 31, 2026.
   E. The Board will consider approval of District Investment Policy CDA.
   F. The Board will consider approval of the Business Procedures Manual.
   G. The Board will consider a Resolution Amending Authorized Representatives for TexPool/Federated Hermes.
   H. The Board will consider a Resolution Amending Authorized Representatives and Signers for First Financial Bank.
   I. The Board will consider a Resolution Amending Authorized Representatives and Signers for Martinez Elementary Abilene Teachers Federal Credit Union Account.
   J. The Board will consider approval of a TEA Waiver Request for ADSY Inclement Weather Days.
VIII. Public Hearing on Every Student Succeeds Act (ESSA) Application
   A. Open Public Hearing
   B. Receive Public Comment
   C. Close Public Hearing
IX. Reports
   A. Head Start/Early Head Start Self-Assessment and Improvement Plan
   B. District and Campus Improvement Plans
   C. Fine Arts Department
X. Business Items Requiring Board Action
   A. The Board will consider a School District Teaching Permit.
      Mrs. Alison Sims, Chief Talent Officer
   B. The Board will consider the Appointment of Delegate and Alternate for the TASB Delegate Assembly, Friday, October 9, 2026.
      Dr. Joseph Waldron, Superintendent
XI. The Board may take action relevant to Items Covered During Closed Session.
   A. The Board will consider approval of Personnel Recommendations.
      I. Professional Employment Contracts
   B. Matters pertaining to Litigation, if any
   C. Matters pertaining to Real Property, if any
   D. Matters pertaining to Safety and Security, if any
   E. Matters pertaining to Students, if any
XII. Adjournment

Abilene Independent School District Board Document - Agenda Item II.A.

Meeting Date: July 6, 2026 Meeting Type: Workshop

Item Type: Presentation Future Action Required: No If Yes, Month: N/A

Subject: Budget Workshop – July 2026

Background Information**:** The attached presentation is the next in a series of Board workshops aimed at informing the Board as the FY 27 budget and tax rates are being prepared. This presentation focuses on the budget timeline, taxable value update, discussion about potential tax rates, look into revenue and expense for Fiscal Year 2027 and analysis of projected potential compensation raises.

Attached Supporting Documents: Presentation

Fiscal Implications: None

Administrative Recommendation: None

Contact Person: Jennifer Hinds

ABILENEISD
CONNECT • LEAD • SUCCEED

ABILENE ISD

Budget Workshop

Jennifer Hinds
Chief Financial Officer



Our Plan for Today

- Budget Timeline
- Current Taxable Values
- Tax Rate Compression
- Estimated Tax Rate
- FY27: The Big Picture
- Compensation Sustainability: Multi-Year Projection
- Looking Ahead: July & August

ABILENEISD

Budget Timeline 2026–2027

February

- Budget Calendar to Board
- Staff Assessment (Ongoing through June)

March

- Prepare zero based budget workbooks for non-payroll budget allocations for all budget owners

April

- Review zero based budget workbooks
- set non-payroll budget allocations
- discuss projections and budget factors
- Budget meetings
- Preliminary taxable values

May

- School Finance 201

June

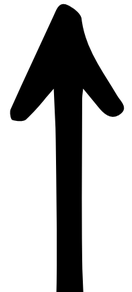
- Budget Workshop - FY27 Budget Overview - Enrollment & Attendance Projections, assumptions and strategy

July

- Budget Workshop - Revenue Projections, Updated Expenditure Projections
- Certified Taxable Values Received from CAD
- Tax Rate Calculation

August

- Budget Workshop - Final Budget Discussions with updated projections
- Vote on Tax Rate
- Public Meeting regarding Budget & Tax Rate
- Budget & Tax Rate Adoption



ABILENE ISD

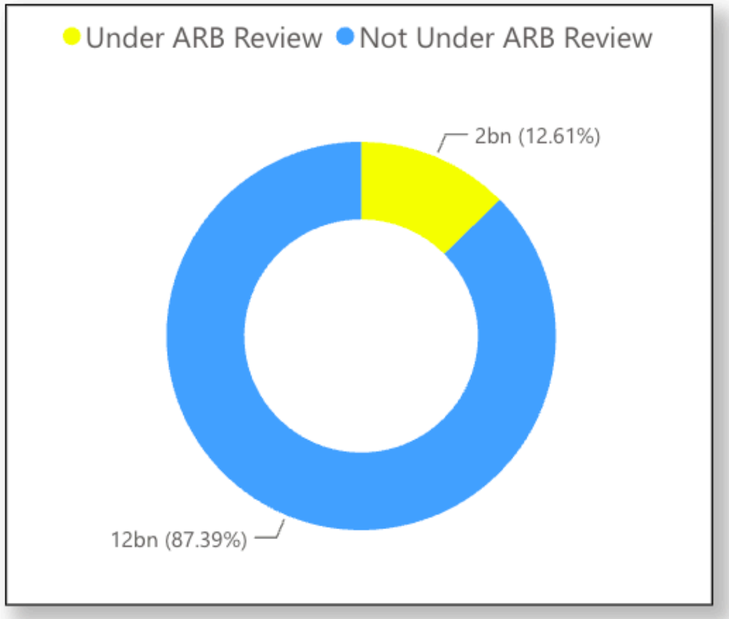
TAYLOR CAD TAXABLE VALUE UPDATE

2026 PRELIMINARY TOTALS

AS OF 6/21/2026

Select Entity ABILENE ISD

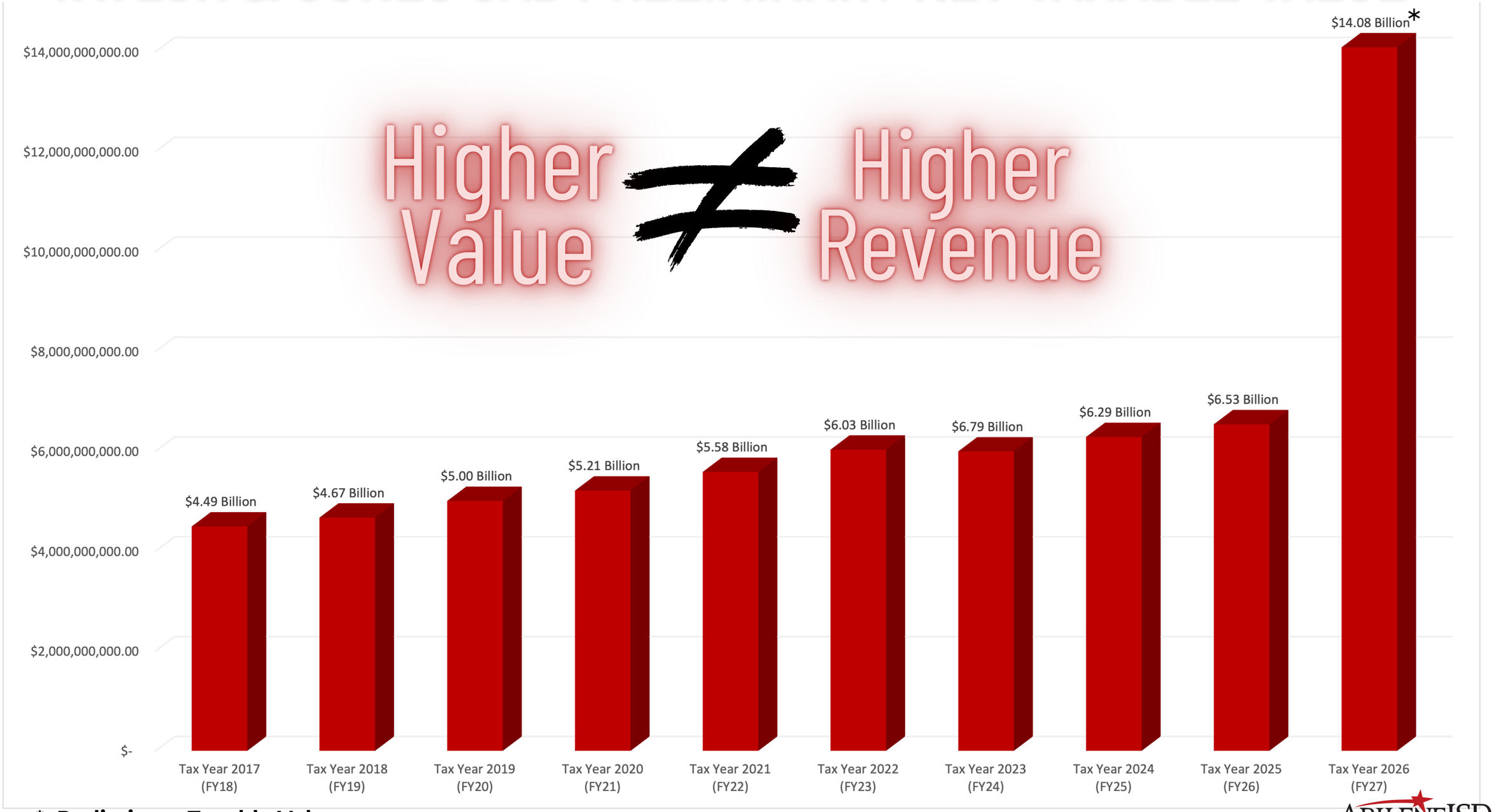
	Under ARB Review	Not Under ARB Review	Total
Property Count	3651	46492	50143
Assessed Value	1,950,903,842	18,594,202,284	20,545,106,126
Total Exemptions Amount	- 201,020,382	- 6,382,263,127	- 6,583,283,509
Net Taxable	**1,749,883,460**	**12,211,939,157**	**13,961,822,617**
Freeze Taxable	- 22,963,103	- 243,570,079	- 266,533,182
Transfer Adjustment	- 68,555	- 1,739,735	- 1,808,290
Freeze Adjusted Taxable	**1,726,851,802**	**11,966,629,343**	**13,693,481,145**
	12.61%	**87.39%**	



PRELIMINARY VALUES WILL CHANGE THROUGH VALUE APPEALS. THE PRELIMINARY ESTIMATE DOES NOT REPRESENT THE REQUIRED

ABILENEISD

TAYLOR & JONES CAD PRELIMINARY NET TAXABLE VALUE

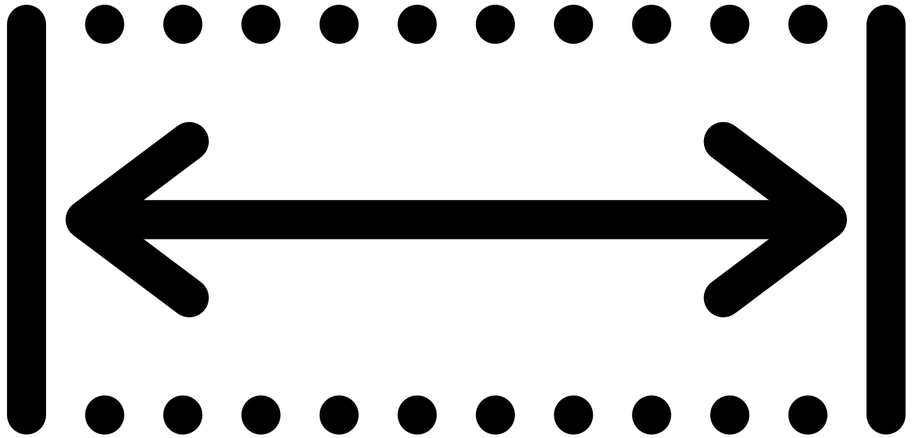


***=Preliminary Taxable Value**

ABILENE ISD

TAX RATE COMPRESSION

Lowest (Floor) MCR: $0.5628



Highest (Ceiling) MCR: $0.6254

- For Tax Year 2026, the state assumed statewide property values would increase by 3.6%.
- Because property values grew above the 2.5% threshold established in state law, the state further compressed tax rates.
  - Statewide Maximum Compressed Rate (MCR): $0.6254

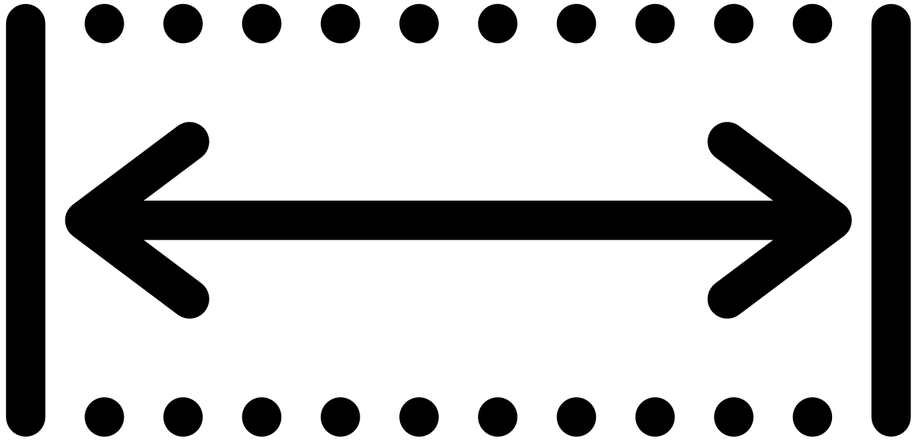
- State law requires tax rate equity among districts
- No district's MCR may be less than 90% of another district's MCR
  - Lowest allowable MCR: $0.5628

Information Released by TEA June 18, 2026.

ABILENEISD

ABILENE ISD TAX RATE ESTIMATE - M&O

Lowest (Floor) MCR:
$0.5628



Highest (Ceiling) MCR:
$0.6254

*Potential M&O Tax Rate

Potential MCR Tax Rate	**$0.5628**
Golden Pennies	**$0.08**
Copper Pennies	**$0.03**
Total Potential M&O Tax Rate	**$0.6728**

**Final M&O Tax rate calculation can not be calculated until certified values are recieved at the end of July. This information is estimated and subject to change based on final calculations.*

ABILENEISD

ABILENE ISD TAX RATE ESTIMATE - I&S

Prior Year I&S Rate:
$0.2159

→

Potential I&S Rate: *
$0.2159

Senate Bill 1453 (Effective January 1, 2026)

The board can adopt an I&S rate above the minimum (for example, to accelerate debt repayment or defease bonds).

The board must complete several new steps before adopting the tax rate:

1. Publish the higher proposed I&S rate in the Notice of Public Meeting.
2. Approve the higher I&S rate by a 60% vote of the board (5 of 7 trustees).
3. The motion must state: (1) the minimum debt rate, (2) the proposed higher rate, (3) the difference between the two rates, and (4) the purpose for the additional revenue.
4. If approved, administration must recalculate the Voter-Approval Tax Rate (VATR) before the board adopts the final tax rate.

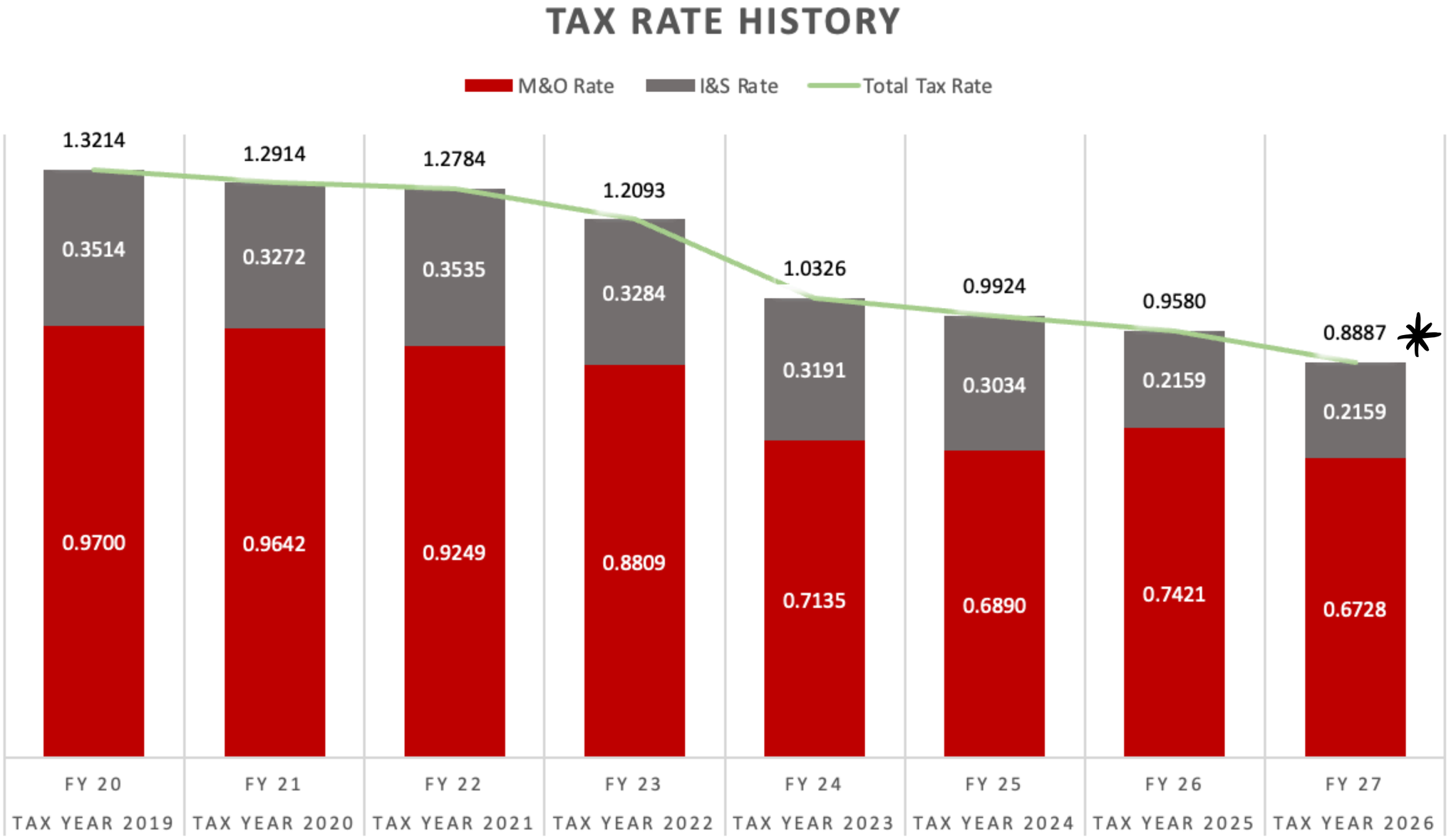
Scenario:

- **Adopt I&S Rate = PY I&S rate**
- **For Purpose of Defeasement of Bonds**
- **Estimated interest savings of $12M**

* *Final I&S Tax rate calculation can not be calculated until certified values are recieved at the end of July. This information is estimated and subject to change based on final calculations.*

ABILENEISD

TAX RATE HISTORY & ESTIMATED FY 27



Final Tax rate calculation can not be calculated until certified values are recieved at the end of July. This information is estimated and subject to change based on final calculations.

ABILENE ISD

FY 27: THE BIG PICTURE

Abilene ISD FY27 Budget Planning

	FY26 Amended Budget	FY27 Planning-Level Budget*
Revenues	**163,046,103.00**	**162,265,103.00**
Payroll Expenditures	129,674,813.00	126,794,923.91
Potential Compensation Plan	-	-
Non-Payroll Expenditures	33,371,290.00	31,022,500.00
Total Expenditures	**163,046,103.00**	**157,817,423.91**
Revenues Over (Under) Expenditures	**-**	***4,447,679.09***

* **Planning-Level Budget: Figures are preliminary and intended for discussion purposes.**
Revenue projections, expenditure estimates, and budget assumptions will continue to be refined as more information becomes available.

ABILENE ISD

FY 27: THE BIG PICTURE

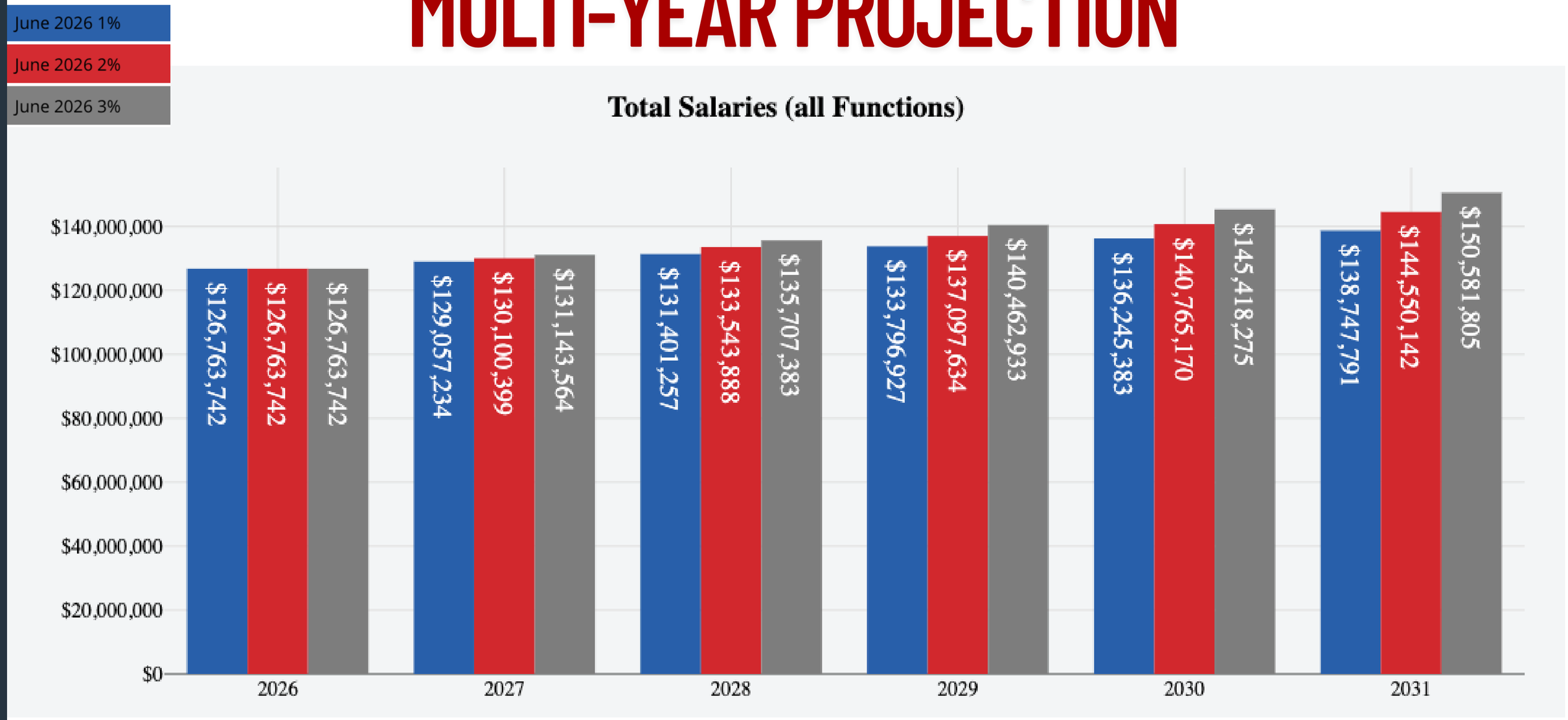
Abilene ISD FY27 Budget Planning

	FY27 Planning-Level Budget 1% GPI	FY27 Planning-Level Budget 2% GPI	FY27 Planning-Level Budget 2% GPI w/ Teacher Adj	FY27 Planning-Level Budget 3% GPI
Revenues	**162,265,103.00**	**162,265,103.00**	**162,265,103.00**	**162,265,103.00**
Payroll Expenditures	126,794,923.91	126,794,923.91	126,794,923.91	126,794,923.91
Potential Compensation Plan	2,543,104.00	3,428,179.00	4,045,375.00	4,340,930.00
Non-Payroll Expenditures	31,022,500.00	31,022,500.00	31,022,500.00	31,022,500.00
Total Expenditures	**160,360,527.91**	**161,245,602.91**	**161,862,798.91**	**162,158,353.91**
Revenues Over (Under) Expenditures	***1,904,575.09***	***1,019,500.09***	***402,304.09***	***106,749.09***

Planning-Level Budget: Figures are preliminary and intended for discussion purposes.
Revenue projections, expenditure estimates, and budget assumptions will continue to be refined as more information becomes available.

ABILENE ISD

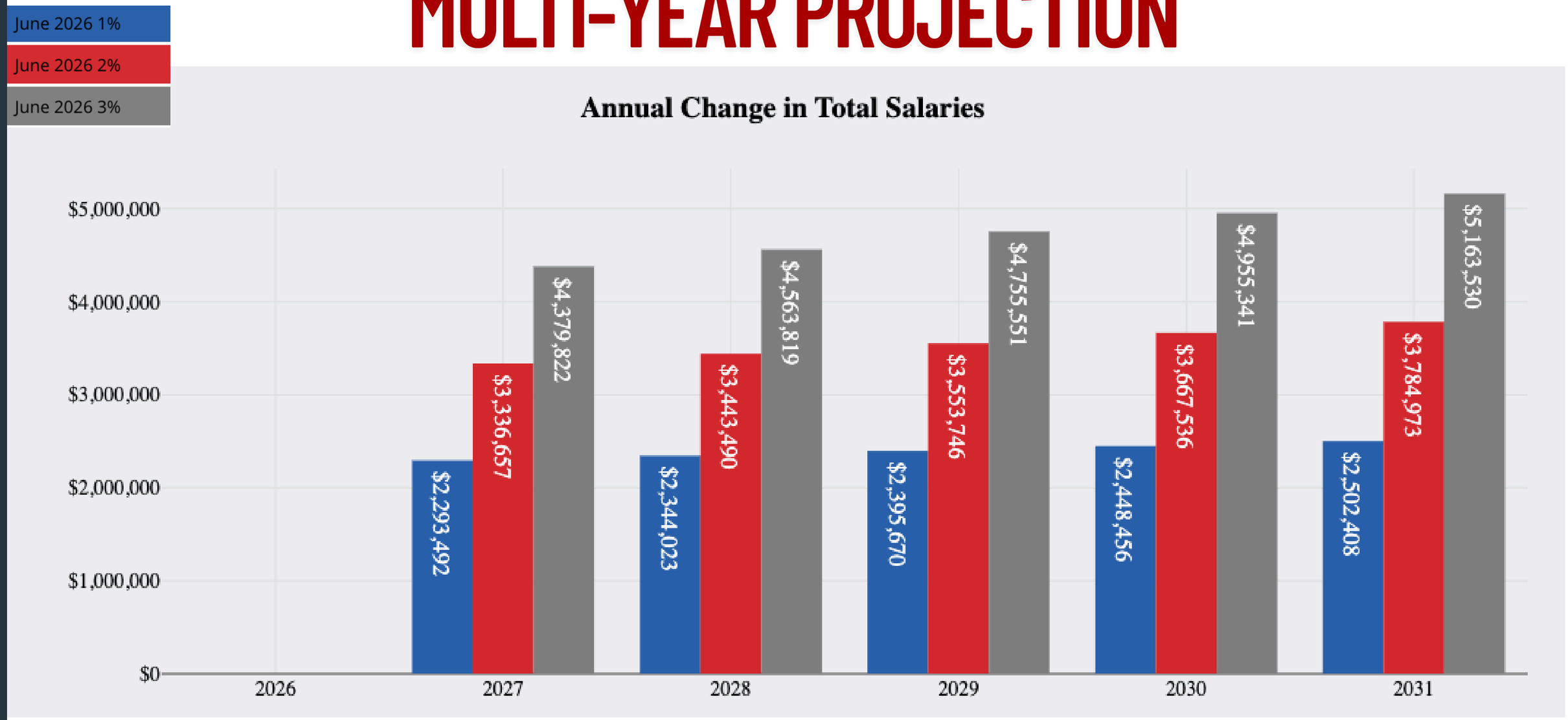
COMPENSATION SUSTAINABILITY: MULTI-YEAR PROJECTION



Projected costs are based on current payroll data, staffing levels, compensation structures, and known assumptions as of June 2026. Actual costs may vary.

ABILENE ISD

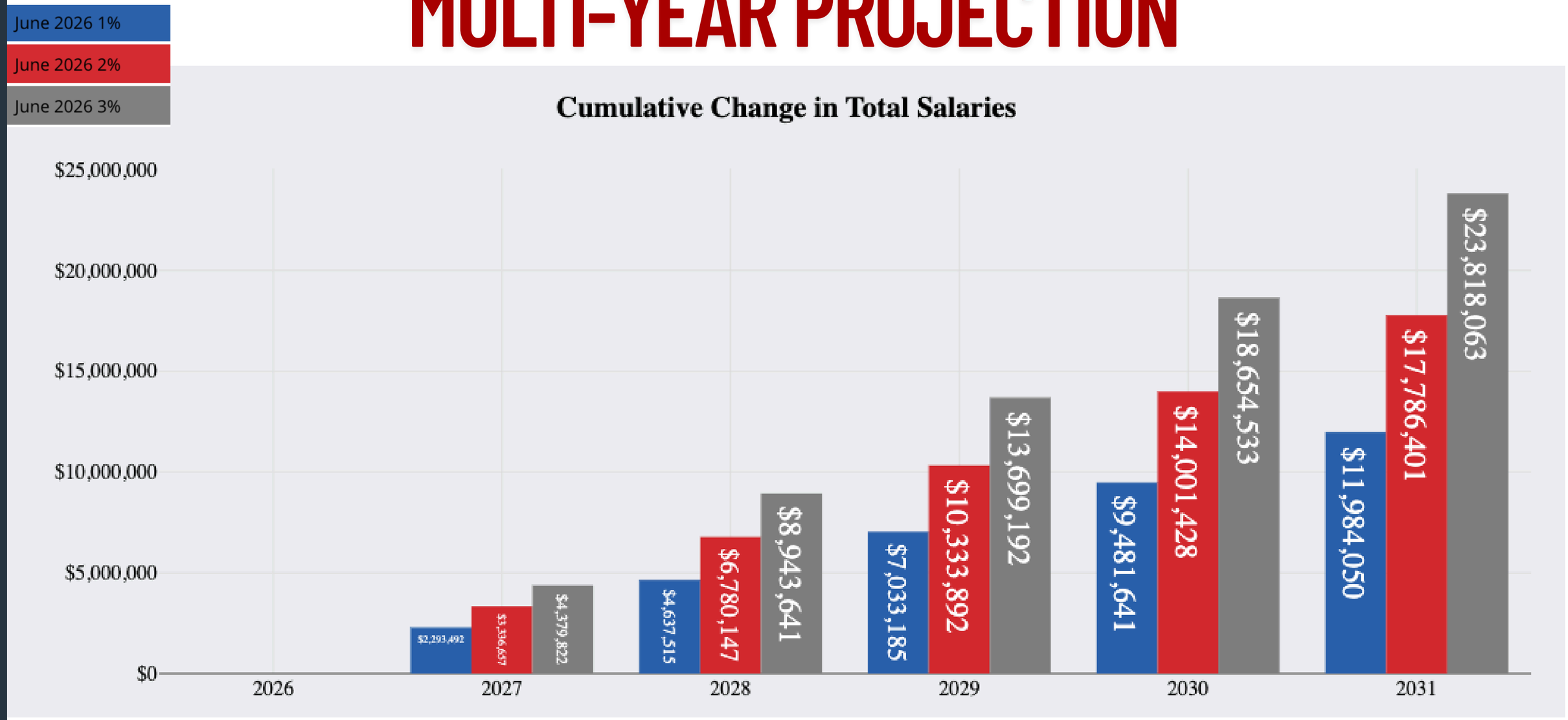
COMPENSATION SUSTAINABILITY: MULTI-YEAR PROJECTION



Projected costs are based on current payroll data, staffing levels, compensation structures, and known assumptions as of June 2026. Actual costs may vary.

ABILENEISD

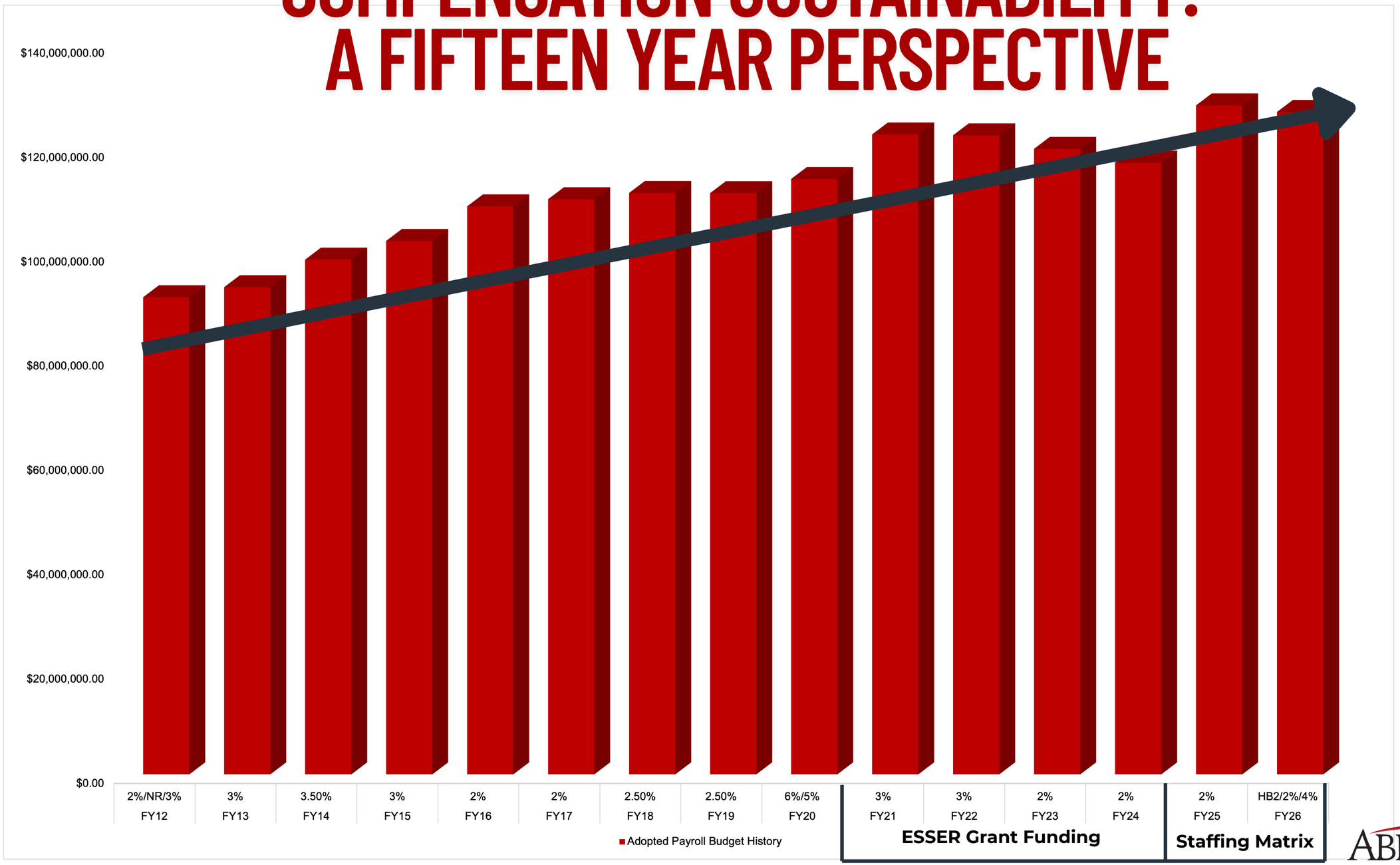
COMPENSATION SUSTAINABILITY: MULTI-YEAR PROJECTION



Projected costs are based on current payroll data, staffing levels, compensation structures, and known assumptions as of June 2026. Actual costs may vary.

ABILENEISD

COMPENSATION SUSTAINABILITY: A FIFTEEN YEAR PERSPECTIVE



ABILENE ISD

Looking Ahead
Budget 2026–2027

February
- Budget Calendar to Board
- Staff Assessment (Ongoing through June)

March
- Prepare zero based budget workbooks for non-payroll budget allocations for all budget owners

April
- Review zero based budget workbooks
- set non-payroll budget allocations
- discuss projections and budget factors
- Budget meetings
- Preliminary taxable values

May
- School Finance 201

June
- Budget Workshop - FY27 Budget Overview - Enrollment & Attendance Projections, assumptions and strategy

July
- Budget Workshop - Revenue Projections, Updated Expenditure Projections
- Certified Taxable Values Received from CAD
- Tax Rate Calculation

August
- Budget Workshop - Final Budget Discussions with updated projections
- Vote on Tax Rate
- Public Meeting regarding Budget & Tax Rate
- Budget & Tax Rate Adoption



ABILENE ISD

ABILENE ISD

Budget Workshop

Jennifer Hinds
Chief Financial Officer

Abilene Independent School District Board Document - Agenda Item

Meeting Date: July 6, 2026 Meeting Type: Board Workshop

Item Type: Information Item Future Action Required: Yes If Yes, Month: August

Subject: 2026-2027 Compensation Plan

Background Information**:**
This presentation provides an overview of Abilene ISD's current compensation position, key findings from the district's compensation study, and potential areas for future investment. The Board will receive information regarding the District's competitiveness in the market, strategic compensation priorities, and focus areas for recruitment and retention as administration continues to evaluate compensation options for the 2026-2027 school year.

Attached Supporting Documents:
Pay Plan General Pay Increase Options

TASB Model 4

July Compensation Plan Presentation

Fiscal Implications:
Future impact to budget

Administrative Recommendation:
None at this time

Contact Person: Alison Sims

Board of Trustees Meeting

Date

ABILENE ISD

Compensation

Alison Sims

Investing in People.
Strengthening Schools.

- Recruit
- Retain
- Reward

ABILENE ISD



Compensation - Investing in Our People

Recruitment Challenges

- Competitive labor market
- Teacher shortages
- Rising cost of living

Retention Priorities

- Retain high-performing employees
- Reduce turnover
- Support student achievement

Strong schools require strong employees.



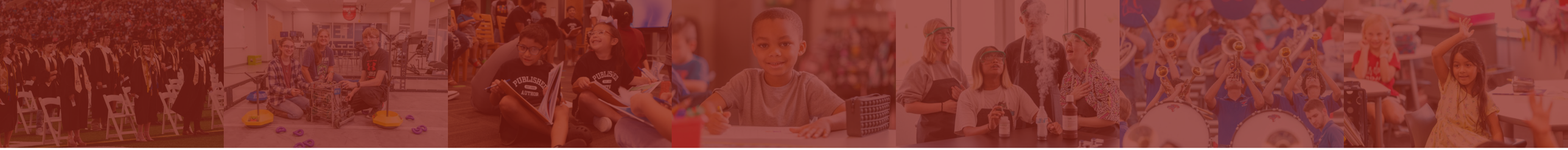
Compensation Study Findings

Strengths

- Teacher salaries near market
- Most employee groups are competitive
- Stable compensation structure

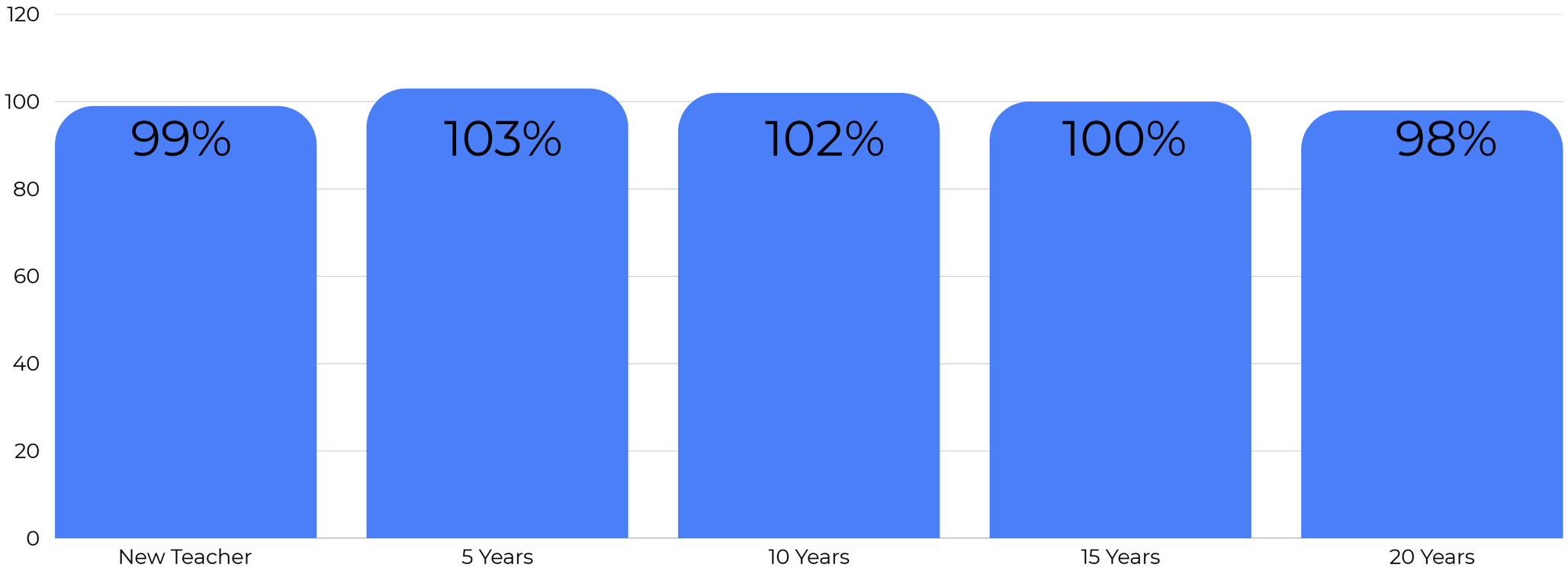
Opportunities

- Entry-level support staff pay
- Hard-to-fill teaching positions
- Long-term market maintenance



Teacher Compensation

Current position: 99% of Market



Goal: Teacher Compensation to 103%



Potential Strategic Investments

Teacher Pay
103% of Market

Support Staff
Increase
Starting Pay

Hard-to-Fill Positions
Targeted Stipends

Health Insurance
+$50 Monthly
Contribution



Potential Strategic Investments

Teacher Pay
103% of Market

Support Staff
Increase
Starting Pay

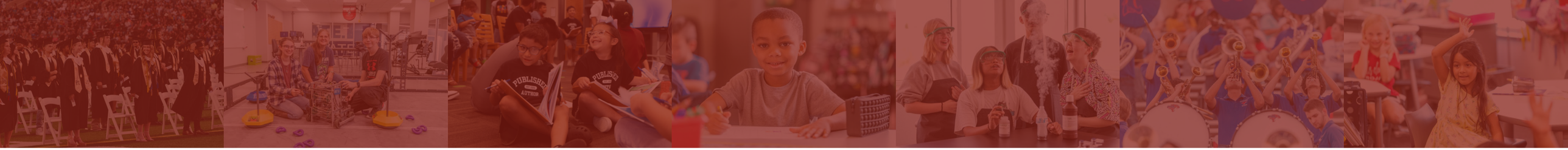
Hard-to-Fill Positions
Targeted Stipends

Health Insurance
+$50 Monthly
Contribution

Abilene ISD FY27 Budget Planning

	FY27 Planning-Level Budget 1% GPI	FY27 Planning-Level Budget 2% GPI	FY27 Planning-Level Budget 2% GPI w/ Teacher Adj	FY27 Planning-Level Budget 3% GPI
Revenues	**162,265,103.00**	**162,265,103.00**	**162,265,103.00**	**162,265,103.00**
Payroll Expenditures	126,794,923.91	126,794,923.91	126,794,923.91	126,794,923.91
Potential Compensation Plan	2,543,104.00	3,428,179.00	4,045,375.00	4,340,930.00
Non-Payroll Expenditures	31,022,500.00	31,022,500.00	31,022,500.00	31,022,500.00
Total Expenditures	**160,360,527.91**	**161,245,602.91**	**161,862,798.91**	**162,158,353.91**
Revenues Over (Under) Expenditures	***1,904,575.09***	***1,019,500.09***	***402,304.09***	***106,749.09***

ABILENE ISD



Focus Areas

Support Staff

- Teacher Aides
- Custodians
- Bus Drivers

Critical Shortage Areas

- Special Education
- Middle School Math
- Bilingual

High-Needs Campuses

- Stafford
- Martinez
- Bowie
- Purcell

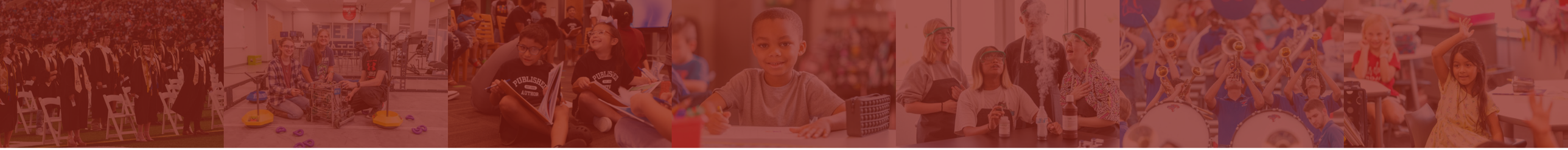
Recruit. Retain. Stabilize Staffing.



Fiscal Responsibility

- Invest where impact is greatest
- Focus on staffing needs
- Maintain financial stability
- Align compensation with district goals

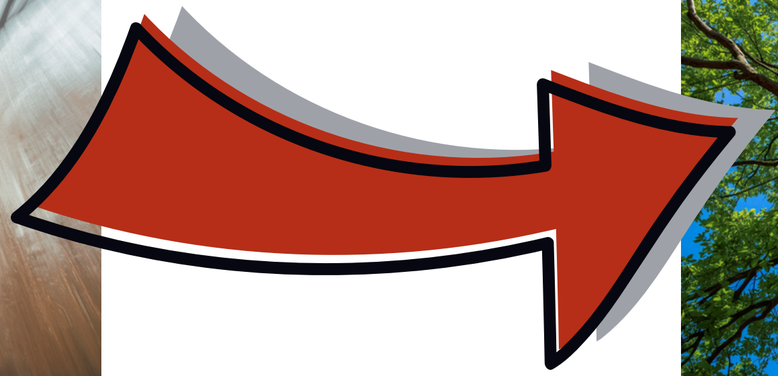
ABILENE ISD



Where we Go from Here...



July financial outlook...





August

Employee support remains a priority as we await a clearer financial outlook.

Abilene Independent School District Board Document - Agenda Item

Meeting Date: July 6, 2026 Meeting Type: Board Workshop

Item Type: Information Item Future Action Required: Yes If Yes, Month: August

Subject: Policy BJCF (Local)

Background Information**:**
Policy BJCF establishes specific performance, conduct, legal, and professional standards that may justify nonrenewal of the superintendent's contract while ensuring due process through written notice, an opportunity for a hearing, and a final Board determination based on evidence. This policy has been updated to reflect new SB 12 requirements, specifically knowingly implementing, directing, or assigning instructional programs, activities, or DEI-related duties that are prohibited by state law.

Attached Supporting Documents:
Policy BJCF (Local)

Policy BJCF (Local) Presentation

Fiscal Implications:
None

Administrative Recommendation:
None at this time – First Reading

Contact Person: Alison Sims

Reasons

The Board's decision not to renew the Superintendent's contract shall not be based on the Superintendent's exercise of Constitutional rights or based unlawfully on race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. Reasons for the nonrenewal of the Superintendent's contract shall be:

1. Deficiencies pointed out in evaluations, supplemental memoranda, or other communications.

2. Failure to fulfill duties or responsibilities.

3. Incompetency or inefficiency in the performance of duties.

4. Insubordination or failure to comply with Board directives.

5. Failure to comply with Board policies or administrative regulations.

6. Failure of the District to make measurable progress toward the goals stated in the District improvement plan. [See BQ]

7. Conducting personal business during school hours when it results in neglect of duties.

8. Drunkenness or excessive use of alcoholic beverages; or possession, use, or being under the influence of alcohol or alcoholic beverages while on District property, while working in the scope of the employee's duties, or while attending any school- or District-sponsored activity.

9. The illegal possession, use, manufacture, or distribution of a controlled substance, a drug, a dangerous drug, hallucinogens, or other substances regulated by state statutes.

10. Failure to meet the District's standards of professional conduct.

11. Failure to report to the Board any arrest, indictment, conviction, no contest or guilty plea, or other adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL). [See DH]

12. Conviction of or deferred adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL); or conviction of a lesser included offense pursuant to a plea when the original charged offense is a felony. [See DH]

13. Failure to comply with reasonable District requirements regarding advanced coursework or professional improvement and growth.

14. Disability, not otherwise protected by law, that prevents the Superintendent from performing the essential functions of the job, with or without reasonable accommodation.

15. Any activity, school-connected or otherwise, that, because of publicity given it or knowledge of it among students, faculty, or the community, impairs or diminishes the Superintendent's effectiveness in the District.

16. Any breach by the Superintendent of an employment contract or any reason specified in the Superintendent's employment contract.

17. Failure to maintain an effective working relationship, or maintain good rapport, with parents, the community, staff, or the Board.

18. Behavior that presents a danger of physical harm to a student or other individuals.

19. Assault on a person on District property or at a school-related function, or on an employee, student, or student's parent regardless of time or place.

20. Use of profanity in the course of performing any duties of employment, whether on or off District premises, in the presence of students, staff, or members of the public, if reasonably characterized as unprofessional.

21. Falsification of records or other documents related to the District's activities.

22. Falsification or omission of required information on an employment application.

23. Misrepresentation of facts to the Board or other District officials in the conduct of District business.

24. Failure to fulfill or maintain requirements for Superintendent certification, unless granted a waiver by the commissioner of education.

25. Any attempt to encourage or coerce a child to withhold information from the child's parent or from other District personnel.

26. Any reason that makes the employment relationship void or voidable, such as a violation of federal, state, or local law.

27. Engaging in or assigning to another individual, whether intentionally or knowingly, an instruction, guidance, activities, or programming prohibited by law. [See EMB]

28. Engaging in or assigning to another individual, whether intentionally or knowingly, diversity, equity, and inclusion duties prohibited by law.

~~27.~~29. Any reason constituting good cause for terminating the contract during its term.

Notice of Proposed Nonrenewal

If the Board determines that the Superintendent's contract should be considered for nonrenewal, the Board shall deliver to the Superintendent written notice of the proposed nonrenewal in accordance with law.

Request for Hearing

If the Superintendent desires a hearing after receiving notice of the proposed nonrenewal, the Superintendent shall notify the Board in writing not later than the 15th day after receiving the notice. When the Board receives a timely request for a hearing on proposed nonrenewal, the hearing shall be held not later than the 15th day after receipt of the request, unless the parties mutually agree to a delay. The Superintendent shall be given notice of the hearing date as soon as it is set.

Hearing Procedure

Unless the Superintendent requests that the hearing be open, the hearing shall be conducted in closed meeting with only the members of the Board, the Superintendent, their chosen representatives, and such witnesses as may be called in attendance. Witnesses may be excluded from the hearing until called to present evidence. The Superintendent and the Board may each be represented by a person designated in writing to act for them. Notice, at least five days in advance of the hearing, shall be given by each party intending to be represented, including the name of the representative. Failure to give such notice may result in postponement of the hearing.

The conduct of the hearing shall be under the presiding officer's control and shall generally follow the steps listed below:

1. After consultation with the parties, the presiding officer shall impose reasonable time limits for presentation of evidence and closing arguments.

2. The hearing shall begin with the Board's presentation, supported by such proof as it desires to offer.

3. The Superintendent may cross-examine any witnesses for the Board.

4. The Superintendent may then present such testimonial or documentary proofs, as desired, to offer in rebuttal or in general support of the contention that the contract be renewed.

5. The Board may cross-examine any witnesses for the Superintendent and offer rebuttal to the testimony of the Superintendent's witnesses.

6. Closing arguments may be made by each party.

A record of the hearing shall be made so that a certified transcript can be prepared, if required.

Board Decision

The Board may consider only such evidence as is presented at the hearing. After all the evidence has been presented, if the Board determines that the reasons given in support of the recommendation to not renew the Superintendent's contract are lawful, supported by the evidence, and not arbitrary or capricious, it shall so notify the Superintendent by a written notice not later than the 15th day after the date on which the hearing is concluded. This notice shall also include the Board's decision on renewal, which decision shall be final.

No Hearing

If the Superintendent fails to request a hearing, the Board shall take the appropriate action and notify the Superintendent in writing of that action not later than the 30th day after the date the notice of proposed nonrenewal was sent.

Board of Trustees Meeting

July 6, 2026

Policy BJCF (Local)

Alison Sims



Policy BJCF Overview

Establishes specific performance, conduct, legal, and professional standards that may justify non-renewal of the superintendent's contract

New Provisions

- Adds nonrenewal provisions for knowingly engaging in, directing, or assigning instrucitonal activities, guidance, programs, or services prohibited by law.
- Adds nonrenewal provisions for knowingly engaging in, directing, or assigning diversity, equity, and inclusion duties prohibited by law.

Aligns Board policy with the requirements of Senate Bill 12 enacted during the 89th Texas Legislative Session.

ABILENE ISD

Abilene Independent School District Board Document – II.D.

Meeting Date: July 6, 2026 Meeting Type: Workshop

Item Type: Report Future Action Required: Yes If Yes, Month: August 2026

Subject: Abilene ISD Student Code of Conduct

Background Information**:**

The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct. Board policy FO requires Board approval on the Student Code of Conduct each year. Since this year is not a legislative year, there are very few changes needed. Feedback was collected from campus principals.

In the Student Code of Conduct the only change was we had to move the “Certain Felonies” section from discretionary expulsion to mandatory expulsion.

In the dress code section we removed the sentence, “Middle School students are not permitted to wear slides.” We reworded information for clarification about what is allowed when students are wearing leggings and tights. We added no costumes or parts of costumes unless approved by principal to the elementary section.

In the cell phone policy we changed the price of a Yondr bag to 20 instead of 35. This is due to the price of Yondr bags decreasing.

ABILENEISD
CONNECT • LEAD • SUCCEED

Attached Supporting Documents:

Presentation
Student Code of Conduct
Phone Policy
Dress Code

Fiscal Implications:

N/A

Administrative Recommendation:

Approval – August Consent Agenda

Contact Person:

Mrs. Alison Camp

HIGH SCHOOL PHONE POLICY

Phones are not to be used during school
Cell phones and personal electronic devices are not to be used during the school day.

Only district-provided devices may be used during the school day, unless otherwise approved by the campus principal. Without such permission, staff will collect the items and turn them in to the front office.

Storage Options
Every student will be assigned a personal Yondr Bag. While the Yondr Bag is considered school property, it is each student's responsibility to bring their bag with them to school every day and keep it in good working condition. The bag will be returned to the school at the end of the school year.

Cell phones and personal electronic device definition

- Cell phones (both phones that connect to the internet and non-internet connected cell phones that send and receive text message and make phone calls)
- Personal electronics devices such as tablets, laptops, and gaming devices
- Airpods, earbuds, Bluetooth connected headphones
- Smartwatches, fitness trackers and other accessories that connect to the internet
- Wearable tech

Exceptions
A school shall require documentation to support exemptions. The exception is specific to the need only and still prohibits the use for any other purposes.

- A student has a medical necessity, as determined by a healthcare professional, requiring the use of a cell phone to manage their condition. The cell phone must be used exclusively for this purpose.

Parent/Guardian/Student Communication
If a parent, guardian, or student needs to communicate during the school day, a phone will be available in the main office or another designated area determined by the school. Additionally, every classroom is equipped with a phone that teachers can use to facilitate necessary communication. Students will also have access to their school email at designated times during the day and may receive messages from parents via email.

Daily Process
As students **enter the designated area**, they will:

1) Turn their phone off.
2) Place their phone inside their Yondr bag and secure it in the presence of school staff.
3) Store their Yondr bag in their backpack for the day.

At the end of the day, students will unlock their bag, remove their phone and put their bag in their backpack. Students must bring their bag to school with them each day.

***Students arriving late or leaving early will bag/unbag their phones in the **designated area**.

Violations

Bag Damage / Lost Bag / Using Phone During School

If a student damages their bag or is caught using their phone, Administration will collect the student's bag/phone.

Repercussions for damaged bag or missing/lost bag may include:

- If damaged or lost, purchase a replacement bag for 20.00.
- If missing, the phone/personal electronic device will be taken up.
- Multiple times of bag and ID missing will result in ISS and DAEP placement (refer to AISD student code of conduct and AISD Student Parent Handbook)

Examples of bag damage include:

- Bent pin
- Ripped fabric
- Deep scratches on the lock exterior + green ring
- Intentional marks on the inside or outside of the bag
- Pin and button not fully recessing due to pin damage

Consequences for Unauthorized Phone/Electronic Device Use:

Unauthorized use of phone/electronic device will result in the confiscation of the phone/device and the following consequences:

- **Offense 1**: The phone may be retrieved by the parent/guardian at the campus front office before 4:15 p.m.

- **Offense 2**: The phone may be retrieved by the parent/guardian at the campus front office before 4:15 p.m., and the student will be assigned **one (1) day of in-school suspension**.

- **Offense 3**: The phone may be retrieved by the parent/guardian at the campus front office before 4:15 p.m., and the student will be assigned **two (2) days of in-school suspension**.

- **Offense 4**: The phone may be retrieved by the parent/guardian at the campus front office before 4:15 p.m., and the student will be assigned **three (3) days of in-school suspension**.

- **Offense 5**: The phone may be retrieved by the parent/guardian at the campus front office before 4:15 p.m., and the student will be assigned **four (4) days of in-school suspension**.

- **Offense 6**: The phone may be retrieved by the parent/guardian at the campus front office before 4:15 p.m., the student will be assigned to **DAEP** (Disciplinary Alternative Education Program).

Refusal to surrender a cell phone when directed by school personnel is considered an act of defiance. This behavior will result in immediate disciplinary action, which may include placement in In-School Suspension (ISS) or a Disciplinary Alternative Education Program (DAEP), depending on the severity and frequency of the offense.

Forgotten Yondr Bags

If a student forgets their bag, **their phone will be collected**. The phone will be returned to the student at dismissal.

If a student consistently forgets their bag, it is considered lost. **Refer to the Lost Bag policy above**.

Multiple instances of failure to bring your bag to school will result in ISS and/or DAEP placement.

Cumulative Instances of violations related to cell phone, electronic devices, school identification

Cumulative Instances of students failure to bring the Yondr bag and their student ID to school, will result in the following consequences:

1st offense: Warning and documentation
2nd offense: Warning and documentation
3rd offense: Parent contact and documentation
4th offense: Parent contact, documentation and 1 day of ISS
5th offense: Parent Contact, documentation, and 2 days of ISS
6th offense: Parent Contact, documentation and DAEP placement

Dress and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the Dress Code.

If it is determined that a student's grooming or clothing violates the district's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Prior to being disciplined for a violation of the District's dress code, the student will be warned that his/her dress is unacceptable and given an opportunity to make necessary changes. If appropriate corrections are not made in the student's appearance, the student shall be subject to discipline (such as ISS) after being afforded appropriate due process. Repeated offenses may result in additional disciplinary action in accordance with the Student Code of Conduct.

Judgements as to what is neat, clean, modest, immodest, appropriate, or inappropriate will be made by the principal and the decision of the campus principal in these matters is final.

The following specific guidelines must be adhered to in the matter of dress in all AISD schools:

Elementary

1. Appropriate and modest attire is required. Some examples of items not to wear include but are not limited to: off-the-shoulder appeal, tank tops, spaghetti straps, muscle shirts, mesh tops, halter tops, see-through clothing, exposed midriff or backs, bicycle shorts, sunshades in building. Sleeveless shirts must have a 2' strap.
2. All apparel, accessories and visible body markings must be free of reference to hate speech, alcohol products, tobacco products, drugs, sex, vulgarity, profanity, death, weapons, suicide, or violence, either explicitly or by innuendo. Body markings on any part of the body must be reasonable covered in an unobtrusive manner if they are gang related or violate any provision of the dress code.
3. Clothing must be appropriately sized and worn at the waistline. No shorts, skirts, or dresses may be shorter than fingertip length with arms to your side. Clothing that is altered, slit, or frayed and exposes skin that is above fingertip length, is not allowed. Leggings / tights are not allowed without shorts or skirts unless covered by an appropriate garment that completely covers the student's buttocks.
4. Clothing must adequately cover the student's body so as not to consistently expose any portion of underwear, cleavage, midriff or buttocks when standing or sitting with normal posture. Outer garments must cover undergarments (athletic shorts etc.) at waist level. No sleepwear is permitted.
5. Shoes appropriate for school must be worn at all times. House shoes/slippers and shoes with wheels are not appropriate for school. Elementary students are not permitted to wear slides.

6. Hats, caps, or any other head coverings are not permitted to be worn in the building at Elementary campuses. Hoods inside the building are not permitted on any campus.
7. Hair should be clean and appropriately groomed and cut or styled in such a way that it does not cover the eyes. The District also prohibits hairstyles and treatments that are gang related and / or create a potential disturbance / distraction.
8. Visible body piercing and clipping jewelry is limited to the ears in elementary school. In middle school and high school, facial piercings should be limited to clear or small studs. Body piercings should remain concealed at all times.
9. Any apparel, accessory or visible body marking, including facial coverings that denotes gang-related association is prohibited (i.e. rags, bandanas, chains, spiked or studded items, or other physical alterations as identified by local law enforcement). Anything gang related will be confiscated by the SRO.
10. No costumes or parts of costumes allowed unless approved by campus administrators.

Middle School

1. Appropriate and modest attire is required. Some examples of items not to wear include but are not limited to: off-the-shoulder apparel, tank tops, spaghetti straps, muscle shirts, mesh tops, halter tops, see-through clothing, exposed midriff or backs, bicycle shorts, sunshades in building. Sleeveless shirts must have a 2' strap.
2. All apparel, accessories and visible body markings must be free of reference to hate speech, alcohol products, tobacco products, drugs, sex, vulgarity, profanity, death, weapons, suicide, or violence, either explicitly or by innuendo. Body markings on any part of the body must be reasonable covered in an unobtrusive manner if they are gang related or violate any provision of the dress code.
3. Clothing must be appropriately sized and worn at the waistline. No shorts, skirts, or dresses may be shorter than fingertip length with arms to your side. If leggings or tights are worn with shorts or skirts over them, the shorts or skirts must be fingertip length. Clothing that is altered, slit, or frayed and exposes skin that is above fingertip length, is not allowed. Any top worn with leggings or tights must cover the buttocks.
4. No shorts, skirts, or dresses may be shorter than fingertip length with arms to your side. Clothing that is altered, slit, or frayed and exposes skin that is above fingertip length, is not allowed. Leggings / tights are not allowed without shorts or skirts that are fingertip length. If wearing a shirt over leggings and tights the buttocks must be covered.
5. Clothing must adequately cover the student's body so as not to consistently expose any portion of underwear, cleavage, midriff or buttocks when standing or sitting with normal posture. Outer garments must cover undergarments (athletic shorts etc.) at waist level. No sleepwear is permitted.
6. Shoes appropriate for school must be worn at all times. House shoes/slippers and shoes with wheels are not appropriate for school.

7. Hats, caps, or any other head coverings are not permitted to be worn in the building at Middle School campuses. Hoods inside the building are not permitted on any campus.
8. Hair should be clean and appropriately groomed and cut or styled in such a way that it does not cover the eyes. The District also prohibits hairstyles and treatments that are gang related and / or create a potential disturbance / distraction.
9. Visible body piercing and clipping jewelry is limited to the ears in elementary school. In middle school and high school, facial piercings should be limited to clear or small studs. Body piercings should remain concealed at all times.
10. Any apparel, accessory or visible body marking, including facial coverings that denotes gang-related association is prohibited (i.e. rags, bandanas, chains, spiked or studded items, or other physical alterations as identified by local law enforcement). Anything gang related will be confiscated by the SRO.
11. No costumes or parts of costumes allowed unless approved by campus administrators.

High School

1. Appropriate and modest attire is required. Some examples of items not to wear include but are not limited to: off-the-shoulder appeal, tank tops, spaghetti straps, muscle shirts, mesh tops, halter tops, see-through clothing, exposed midriff or backs, bicycle shorts, sunshades in building. Sleeveless shirts must have a 2’ strap.
2. All apparel, accessories and visible body markings must be free of reference to hate speech, alcohol products, tobacco products, drugs, sex, vulgarity, profanity, death, weapons, suicide, or violence, either explicitly or by innuendo. Body markings on any part of the body must be reasonable covered in an unobtrusive manner if they are gang related or violate any provision of the dress code.
3. Clothing must be appropriately sized and worn at the waistline.
4. Clothing must adequately cover the student’s body so as not to consistently expose any portion of underwear, cleavage, midriff or buttocks when standing or sitting with normal posture. Outer garments must cover undergarments (athletic shorts etc.) at waist level.
5. Shoes appropriate for school must be worn at all times. House shoes/slippers and shoes with wheels are not appropriate for school.
6. Non distracting head coverings, such as caps or scarfs can be worn in the building at High School. Hoods inside the building are not permitted on any campus.
7. Hair should be clean and appropriately groomed and cut or styled in such a way that it does not cover the eyes. The District also prohibits hairstyles and treatments that are gang related and / or create a potential disturbance / distraction.

8. Visible body piercing and clipping jewelry is limited to the ears in elementary school. In middle school and high school, facial piercings should be limited to clear or small studs. Body piercings should remain concealed at all times.
9. Any apparel, accessory or visible body marking, including facial coverings that denotes gang-related association is prohibited (i.e. rags, bandanas, chains, spiked or studded items, or other physical alterations as identified by local law enforcement). Anything gang related will be confiscated by the SRO.
10. No costumes or parts of costumes allowed unless approved by campus administrators.

Prior to being disciplined for a violation of the District's dress code, the student will be warned that his/her dress is unacceptable and given an opportunity to make necessary changes. If appropriate corrections are not made in the student's appearance, the student shall be subject to discipline (such as ISS) after being afforded appropriate due process. Repeated offenses may result in additional disciplinary action in accordance with the Student Code of Conduct.

Judgements as to what is neat, clean, modest, immodest, appropriate, or inappropriate will be made by the principal and the decision of the campus principal in these matters is final.

2025-26 Model Student Code of Conduct

Revised July 2025

Annotated to show changes compared to the July 2023 edition

Policy Service

Texas Association of School Boards

The *TASB Model Student Code of Conduct* (MSCOC) is provided to Policy Service subscribers to help maintain the district's local Student Code of Conduct, mandated by Chapter 37 of the Texas Education Code.

The *Model Student Code of Conduct* is copyrighted by TASB but may be reproduced by districts that subscribe to Policy Service in the development of their local Student Codes of Conduct. Further use or copying is prohibited without the written consent of TASB Policy Service.

If you have any questions about this document, please email Policy Service or call 800-580-7529.

About the Annotated Model Student Code of Conduct

Recommendations

- Review relevant changes from the 89th Legislative Session
- Identify the legal and local policies that align with the Student Code of Conduct
- Review references to law and policy
- Make sure all legal requirements are included in the district's Code of Conduct
- District staff members who administer discipline for Code of Conduct violations may wish to retain a copy of the annotated Code of Conduct for the Editorial Notes resources

The *Model Student Code of Conduct* has been edited throughout for clarity and to incorporate recent changes that have been made to other policies. **We encourage administrators to read through the entire Model carefully, especially the Editorial Notes. To make sure that all changes are included in the district's 2025-26 Code of Conduct, add the district's unique text to the TASB 2025-26 editable template rather than revising a previous district Code of Conduct.**

Track changes

- Track changes indicate revisions from the previous version
- Deletions appear in a red strike-through text: ~~deleted text~~
- Additions appear in a blue, bold, underlined text: new text
- Revision bars appear in the right margin
- Yellow highlighting shows where to make a choice or fill in information

Editorial Notes and Additional Resources Column

The Editorial Notes and Additional Resources column contains helpful information, including references to law and links to outside sources. Bill numbers are highlighted in yellow in the Editorial Notes to indicate new state law. "SB" stands for Senate Bill and "HB" stands for House Bill.

Important Requirements

- State law requires the **board to adopt** your district's Student Code of Conduct. The district's Code of Conduct stands as an authoritative document and once adopted, has the force of policy. Its provisions should not be repeated in the local policy manual or the student handbook. We recommend the district's attorney review the completed Code of Conduct before the board adopts it.

- The Education Code requires districts to **post and prominently display** the Code of Conduct at each school campus or have it available for review at the office of the campus principal. The Code of Conduct should also be available at the office of the campus behavior coordinator.
- The Glossary includes **legal and local definitions of terms** and must be retained as part of the Code of Conduct.
- Districts are required to **provide parents with the district's Code of Conduct.** Sample acknowledgment forms for parents are included as separate documents. The Code of Conduct may be:
  - Posted on the district website,
  - Distributed as a hard copy, or
  - Provided through other means.

Other Discipline-Related Resources

- Education Code 37.018 requires the district to provide a copy of Chapter 37, Subchapter A to educators and administrators.
- The *Regulation Resource Manual* has sample forms addressing discipline issues. The *RRM* is available to superintendents and policy administrators in the Policy Online® Governance and Management Library.
  - FO(EXHIBIT) on use of corporal punishment
  - FOA(EXHIBIT) on removal of a student by a teacher or bus driver
  - FOB(EXHIBIT) on out-of-school suspension
  - FOC(EXHIBIT) on placement in a DAEP
  - FOCA(EXHIBIT) on transition services and plans to assist a student's transition back into the regular educational setting from a DAEP
  - FOD(EXHIBIT) on expulsion
  - FODA(EXHIBIT) on plans to assist a student's transition back into the regular educational setting from a Juvenile Justice Alternative Education Program (JJAEP)
  - FOE(EXHIBIT) on emergency removal

Disclaimer

The *Model Student Code of Conduct* is provided for educational purposes only to facilitate a general understanding of the law or other regulatory matters. This information is neither an exhaustive treatment on the subject nor is this intended to substitute for the advice of an attorney or other professional adviser. Consult with your attorney or professional adviser to apply these principles to specific fact situations.

Legislative bills from the 89th Legislative Session that affect the Student Code of Conduct:

- **House Bill (HB) 6** makes substantial changes to Chapter 37, including clarifying the length of suspensions, removing mandatory DAEP placements for possession of an e-cigarette, and allowing districts to create virtual expulsion programs, among other things.
- **House Bill (HB) 1481** mandates that school districts and open-enrollment charter schools adopt a written policy prohibiting students from using personal communication devices on school property during the school day. The policy must outline disciplinary measures for violations and may include provisions for device confiscation. Exceptions are provided for students with medical needs or those requiring the devices for IEPs or Section 504 plans.
- **Senate Bill (SB) 326** amends the Education Code to address antisemitism in public schools and higher education institutions. It requires these institutions to use the definition of antisemitism found in Government Code section 448.001 when determining whether a student's conduct that violated the code of conduct was motivated by antisemitism.
- **Senate Bill (SB) 569** expands virtual and hybrid education in public schools, establishing new rules for full-time virtual and hybrid campuses. It mandates that school districts consider virtual/hybrid education as an alternative to expulsion before expelling a student. The bill also outlines requirements for academic and operational planning for these programs, ensures accountability for virtual instruction providers, and provides funding through the Foundation School Program.

Note: This is not an inclusive list of all Legislative bills passed.

Contents

Student Code of Conduct **1**

Accessibility 1

Purpose 1

School District Authority and Jurisdiction **3**

Campus Behavior Coordinator 4

Threat Assessment and Safe and Supportive School Team 5

Searches 5

Reporting Crimes 5

Security Personnel 6

"Parent" Defined 6

Participating in Graduation Activities 7

Unauthorized Persons 7

Standards for Student Conduct **9**

General Conduct Violations **10**

Disregard for Authority 10

Mistreatment of Others 10

Property Offenses 12

Possession of Prohibited Items 13

Possession of Personal Communication Devices 15

Illegal, Prescription, and Over-the-Counter Drugs 16

Misuse of Technology Resources and the Internet 17

Safety Transgressions 18

Miscellaneous Offenses 19

Discipline Management Techniques **21**

First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette 21

Students with Disabilities 22

Techniques 23

Prohibited Aversive Techniques 26

Notification 27

Parental Involvement 27

Appeals 28

Removal from the School Bus **29**

Removal from the Regular Educational Setting **30**

Routine Referral 30

Formal Teacher Removal 30

Returning a Student to the Classroom 31

Appeals of Formal Teacher Removals 32

In-School Suspension **33**

Process 33

Out-of-School Suspension **35**

Misconduct 35

Process 36

Alternative Assignment 36

Coursework During Suspension 37

Disciplinary Alternative Education Program (DAEP) Placement **38**

Discretionary Placement: Misconduct That May Result in DAEP Placement 39

Mandatory Placement: Misconduct That Requires DAEP Placement 41

Sexual Assault and Campus Assignments 45

Process 45

Length of Placement 47

Appeals 49

Restrictions During Placement 50

Placement Review 51
Additional Misconduct 51
Notice of Criminal Proceedings 52
Withdrawal During Process 53
Newly Enrolled Students 53
Emergency Placement Procedure 54
Transition Services 54
Placement and/or Expulsion for Certain Offenses 56
Registered Sex Offenders 56
Expulsion 60
Discretionary Expulsion: Misconduct That May Result in Expulsion 60
Mandatory Expulsion: Misconduct That Requires Expulsion 65
Under Age 10 67
Virtual Expulsion Program 68
Consideration of Virtual Education as Alternative to Expulsion. 68
Process 68
Length of Expulsion 71
Withdrawal During Process 71
Additional Misconduct 72
Restrictions During Expulsion 72
Newly Enrolled Students 72
Emergency Expulsion Procedures 74
DAEP Placement of Expelled Students 74
Transition Services 74
Certain Felonies 75
Hearing and Required Findings 76
Length of Placement 76
Placement Review 77
Glossary 78

Text	Editorial Notes
Student Code of Conduct	
Accessibility	
If you have difficulty accessing the information in this document because of disability, please contact the district at ***[insert district email address and phone number].***	To provide assistance for people with disabilities, we recommend that you include relevant contact information here.
Purpose	
The Student Code of Conduct ("Code of Conduct"), as required by Chapter 37 of the Texas Education Code, provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline. The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences, including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school. This Code of Conduct has been adopted by the ***[insert district name]*** board of trustees and developed with the advice of the district-level planning and decision-making committee. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This Code of Conduct remains in effect during summer school and at all school-related events and activities outside the school year until the board adopts an updated version for the next school year.	We recommend that the board adopt the district's Student Code of Conduct annually, prior to the start of each school year. While changes to the *TASB Model Student Code of Conduct* are generally made after a legislative session, district administrators should do a careful review of the district's Code of Conduct each year to be sure it accurately reflects current practice.

Text	Editorial Notes
In accordance with state law, the Code of Conduct shall be posted at each school campus or shall be available for review at the campus principal's office. Additionally, the Code of Conduct shall be available at the campus behavior coordinator's office and posted on the district's website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.	Adjust text to reflect whether the district makes the Code of Conduct available on the district's website.
Not later than the first day of the 2025-2026 school year, the Texas Education Agency (TEA) shall prepare and provide to each school district a report identifying each law relating to school discipline that was amended or added by the 89th Legislature, Regular Session, 2025. A school district shall provide to each student and the parent of or person standing in parental relation to the student the prepared report.	This is a requirement of **HB 6**.
Because the Code of Conduct is adopted by the district's board of trustees, it has the force of policy. In the event of a conflict between the Code of Conduct and the Student Handbook, the Code of Conduct shall prevail.	To avoid conflict, we recommend that the board not adopt the Student Handbook. See BP(LOCAL) and FN(LOCAL) to confirm that the board does not adopt the Handbook.
Please note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.	Contact the district's local school attorney regarding the Code of Conduct and disciplining students with disabilities.

Text	Editorial Notes
School District Authority and Jurisdiction	
School rules and the district's authority to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.	
The district has disciplinary authority over a student: 1. During the regular school day; 2. While the student is traveling on district transportation; 3. During lunch periods in which a student is allowed to leave campus; 4. At any school-related activity, regardless of time or location; 5. For any school-related misconduct, regardless of time or location; 6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location; 7. When a student engages in cyberbullying, as defined by Education Code 37.0832; 8. When criminal mischief is committed on or off school property or at a school-related event; 9. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line; 10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas; 11. When the student commits a felony, as provided by Education Code 37.006, 37.007, or 37.0081; and 12. When the student is required to register as a sex offender.	A reference to Education Code 37.007 has been added to the list of felonies for completeness and clarity.

Text	Editorial Notes
Campus Behavior Coordinator	
As required by law, a single person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal, or any other campus administrator selected by the principal. Additional staff members may assist the CBC in the performance of the CBC's duties, provided that the CBC personally verifies that all aspects of Chapter 37, Subchapter A are appropriately implemented. The CBC is primarily responsible for maintaining student discipline. The CBC shall monitor disciplinary referrals and report the following behavior to the campus's threat assessment and safe and supportive school team: • Conduct that contains the elements of the offense of terroristic threat under Penal Code 22.07; • Conduct that contains the elements of the offense of unlawfully carrying weapons under Penal Code 46.02; • Conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125; and • Any concerning student behaviors or behavioral trends that may pose a serious risk of violence to the student or others. The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as CBC. Contact information may be found at ***[insert URL] and at [insert URL to digital copy of Student Handbook].***	Chapter 37 establishes the position of campus behavior coordinator (CBC) to serve at each campus within a school district and be responsible for maintaining student discipline and completing designated duties as assigned by law. If you choose to list the persons serving as a CBC in the Code of Conduct, adjust the text to the left. Education Code 26.015 requires districts to post on their website, for each campus, the email address and dedicated phone number of the CBC. Additional requirements related to the CBC have been added to comply with **HB 6.** Throughout the *Model,* we have noted when a particular action or decision associated with student discipline is the statutory responsibility of the CBC. Additionally, the *Model* uses yellow shading to reflect when the district must choose whether the CBC or another administrator will perform duties regarding disciplinary issues. Unless the district designates otherwise, statute provides that a duty imposed on a principal or other campus administrator in Chapter 37 must be performed by the CBC.

Text	Editorial Notes
Threat Assessment and Safe and Supportive School Team	
The CBC or other appropriate administrator will work closely with the campus threat assessment and safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.	See FFB(LOCAL) for the district's policy addressing the threat assessment and safe and supportive team.
Searches	
District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches. The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district. Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.	
Reporting Crimes	
The principal or CBC and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.	Education Code 37.015 requires the district to report certain offenses that occur on school property or at school events. School administrators may call law enforcement for assistance in determining whether a crime has been committed.

Text	Editorial Notes
Security Personnel	
The board utilizes [police officers, school resource officers (SROs), school marshals, ***and/or*** security personnel] to ensure the security and protection of students, staff, and property. In accordance with law, the board has coordinated with the CBC and other district employees to ensure appropriate law enforcement duties are assigned to these persons. Provisions addressing the various types of security personnel can be found in the CKE policy series. The law enforcement duties of district police officers are: ***[insert the law enforcement duties performed by district police officers working for the district.]*** ***[AND/OR]*** The law enforcement duties of school resource officers are: ***[insert the law enforcement duties performed by SROs working with the district.]*** ***[AND/OR]*** The law enforcement duties of district security personnel are: ***[insert the law enforcement duties performed by security personnel working with or for the district.]***	Education Code 37.081 requires the district to include the duties of peace officers, school resource officers (SROs), and security personnel in its district improvement plan, Code of Conduct, and any other documents that outline the duties of such personnel. The law also states that such personnel should not be assigned duties outside of their purview of security. The board is required to coordinate with the CBC and other employees to ensure that peace officers, SROs, and security personnel are not tasked with behavioral or administrative duties better addressed by other district employees. Adjust the text to reflect the district's security arrangements and the duties of any police officers, SROs, or security personnel. This section is not required if the district has not formed a police department, entered into an agreement with local law enforcement for SROs, or employed any security personnel.
"Parent" Defined	
Throughout the Code of Conduct and related discipline policies, the term "parent" includes a parent, legal guardian, or other person having lawful control of the child.	The definition of parent is included for clarification and matches the definition in FO(LOCAL).

Text	Editorial Notes
Participating in Graduation Activities	
The district has the right to limit a student's participation in graduation activities for violating the district's Code of Conduct. Participation might include a speaking role, as established by district policy and procedures. Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered eligible, a student shall not have engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation. The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.	Restrictions the district imposes on students who would otherwise be eligible for speaking roles at graduation but who have engaged in certain types of misconduct should be addressed in your Code of Conduct. Coordinate this provision with FNA(LOCAL) if your district has adopted this policy, and EIC(LOCAL) if this topic is addressed in that policy. Restrictions for students who give opening and closing remarks can differ from those with other speaking roles. Adjust the highlighted paragraphs to reflect the district's restrictions and if students other than your valedictorian and salutatorian are eligible for the other speaking roles.
Unauthorized Persons	
In accordance with Education Code 37.105, a school administrator, SRO, or district police officer shall have the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and: 1. The person poses a substantial risk of harm to any person; or 2. The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection. Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's	Chapter 37 requires the Code of Conduct to include a statement on the authority of a school administrator, SRO, or district police officer to refuse entry to or eject a person from district property for posing a risk of harm or inappropriate behavior, and the district's appeal process. See GKA(LEGAL) for other procedural requirements.

Text	Editorial Notes
grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 calendar days, unless the complaint is resolved before a board hearing.	
[See **Restrictions During Placement** for information regarding a student assigned to DAEP at the time of graduation.]	

Text	Editorial Notes
Standards for Student Conduct	
Each student is expected to: • Demonstrate courtesy, even when others do not. • Behave in a responsible manner. • Exercise self-discipline. • Attend all classes regularly and on time. • Bring appropriate materials and assignments to class. • Meet district and campus standards of grooming and dress. • Obey all campus and classroom rules. • Respect the rights and privileges of students, teachers, and other district staff and volunteers. • Respect the property of others, including district property and facilities. • Cooperate with and assist the school staff in maintaining safety, order, and discipline. • Adhere to the requirements of the Code of Conduct.	Chapter 37 requires the Code of Conduct to include standards that schools expect from students. Modify the list to emphasize conduct the district would like to encourage.

Text	Editorial Notes
General Conduct Violations	
The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on **In-School Suspension, Out-of-School Suspension**, **Disciplinary Alternative Education Program (DAEP) Placement**, **Placement and/or Expulsion for Certain Offenses**, and **Expulsion**, those offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in **Removal from the Regular Educational Setting**.	The district should modify the list to reflect the district's decisions on what is unacceptable student behavior. The district may want to move some of the general violations to the list of offenses for which a student may be placed in a **Disciplinary Alternative Education Program (DAEP) Placement**.
Disregard for Authority	
Students shall not: • Fail to comply with directives given by school personnel. • Leave school grounds or school-sponsored events without permission. • Disobey rules for conduct in district vehicles. • Refuse to accept discipline or consequence assigned by a teacher or principal.	
Mistreatment of Others	
Students shall not: • Use profanity or vulgar language or make obscene gestures.	
• Fight or scuffle. [See **Placement and/or Expulsion for Certain Offenses** for assault.]	Keep in mind that not all fighting constitutes assault and may not require placement in a DAEP.

General Conduct Violations

Text	Editorial Notes
• Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.	
• Engage in any behavior that violates the Student Code of Conduct and is motivated by antisemitism. [see **Glossary**]	**SB 326** requires a district to use the definition of antisemitism provided by Government Code section 448.001, including the examples referenced, when determining whether behavior that violates the Code of Conduct was motivated by antisemitism.
• Engage in bullying, cyberbullying, harassment, or making hit lists. [See **Glossary** for all four terms.] • Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.	See FFI(LOCAL) for the district's policy on bullying. Chapter 37 provides for DAEP placement or expulsion for a student who engages in bullying that encourages a student to die by suicide, incites violence against a student through group bullying, or releases or threatens to release intimate visual material of a minor or of an adult student without the student's consent.
• Engage in sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee, board member, or volunteer.	See DIA and FFH(LOCAL) for the district's provisions regarding harassment, including sexual or gender-based harassment.
• Engage in conduct that constitutes dating violence. [see **Glossary**]	Education Code 37.0831 requires the district to develop a policy on dating violence and include it in the district's improvement plan. FFH(LOCAL) includes prohibitions and reporting provisions on dating violence.
• Engage in inappropriate or indecent exposure of private body parts. • Participate in hazing. [see **Glossary**]	

Text	Editorial Notes
• Coerce an individual to act through the use or threat of force. • Commit extortion or blackmail. • Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer. • Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.	
Property Offenses	
Students shall not: • Damage or vandalize property owned by others. [See **Placement and/or Expulsion for Certain Offenses** for felony criminal mischief.] • Deface or damage school property, including textbooks, technology and electronic resources, lockers, furniture, and other equipment, with graffiti or by other means. • Steal from students, staff, or the school. • Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. [See **Placement and/or Expulsion for Certain Offenses** for felony robbery, aggravated robbery, and theft.]	Damage to property equal to or in excess of $2,500 is felony criminal mischief and requires placement in a DAEP or expulsion.
• Enter, without authorization, district facilities that are not open for operations.	To reflect common district practice, a provision has been added stating that students shall not enter district facilities that are not open for operations without authorization.

Text	Editorial Notes
Possession of Prohibited Items	
Students shall not possess or use: • Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device; • A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person; • A "look-alike" weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon; • An air gun or BB gun; • A short barrel firearm; • Ammunition; • A hand instrument designed to cut or stab another by being thrown;	A student's possession of certain knives, firearms, or clubs may not be subject to mandatory expulsion, but this conduct may be punishable by placement in a DAEP. Certain knives, firearms, or clubs are included in the list of prohibited items in the general conduct violations section to support the district's authority to discipline students in these circumstances. **SB 1596** removes short barrel firearms from the definition of prohibited weapons in the Penal Code, so those firearms are now specifically listed as a prohibited weapon here.
• A firearm silencer or suppressor;	The Government Code regulates firearm suppressors, which are defined as any device designed to muffle the report of a firearm. Federal law continues to require expulsion for one year of a student who brings to school a "firearm," including a firearm muffler or silencer. A school district may choose whether to add these devices to the list of locally prohibited items. Note that the Texas Government Code restricts a district's authority to enforce a ban on firearm suppressors with regard to the general public. School officials may want to seek legal advice regarding the change in law.
• *A location-restricted knife; • *A club;	

General Conduct Violations

Text	Editorial Notes
• *A firearm;	
• A stun gun; • Knuckles;	Since stun guns and knuckles are not included in Texas law as prohibited weapons, the district may want to include them on this list.
• A pocketknife or any other small knife;	If the district imposes disciplinary consequences for smaller knives (blades less than five and one-half inches), including pocketknives, this text should be included here. In Education Code 37.007(a), the district does not have the discretion to make possession of any knife, including pocketknives and knives with blades less than five and one-half inches long, a mandatory expellable offense. See the section on **Mandatory Expulsion: Misconduct That Requires Expulsion**.
• Mace or pepper spray; • Pornographic material;	
• Tobacco products (including nicotine pouches), cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;	The Health and Safety Code requires the school board to prohibit students from possessing or using e-cigarettes and their related components under the Education Code. Nicotine pouches have been included as an example of tobacco products to ensure clarity that all nicotine delivery devices are covered as prohibited items.

Text	Editorial Notes
	HB 6 amends the mandatory placement requirement in a DAEP for offenses related to e-cigarettes.
• Matches or a lighter;	
• A laser pointer, unless it is for an approved use; or	Laser pointers are not addressed in Chapter 37. Because laser pointers can cause injury to eyes, however, districts should decide whether to prohibit or allow these items in school and/or at school-related activities.
• Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists. *See **Placement and/or Expulsion for Certain Offenses** for weapons and firearms. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.	
Possession of ~~Telecommunications~~ Personal Communication~~or Other Electronic~~ Devices	
Students shall not: • ~~Display, turn on, or u~~Bring or use a ~~telecommunications~~ personal communication~~s~~ device, including a cell phone, or other electronic device on school property during the school day. [see **Glossary**] ***[OR]*** • Use a ~~telecommunications~~ personal communication~~s~~ device, including a cell phone, or other electronic device on school property during the school day and shall store the device in accordance with the method of storage established by the district. ~~in violation of district and campus rules~~ [see **Glossary**]	Choose one of the options or adjust the suggested language to reflect district practice. **HB 1481** prohibits the use of personal communication devices while on school property during the school day. Any district rules regarding possession, use, or prohibition of these items should be included in the district's acceptable use agreements, which should be signed each year. [See CQ(EXHIBIT) in the *Regulations Resource Manual* for samples.]

Text	Editorial Notes
• The district may authorize the use of a personal communication device for the following reasons: • To implement an individualized education program (IEP) or for a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C Section 794) or a similar program or plan; • With documented need based on a directive from a qualified physician; or • To comply with a health or safety requirement imposed by law or as part of the district's safety protocols. Inappropriate use of a personal communication device during the school day will result in disciplinary action in accordance with this Code of Conduct.	If the district confiscates and disposes of unauthorized personal communication devices, a provision must be included at FNCE(LOCAL). **HB 1481** indicates that the district must establish disciplinary measures to be imposed for violations of the prohibition on use of a personal communication device. The district should articulate the consequences for violations in the Code of Conduct. Customize this section to reflect the district's practice regarding discipline of this infraction.
Illegal, Prescription, and Over-the-Counter Drugs	
Students shall not: • Possess, use, give, or sell alcohol or an illegal drug. [See **Disciplinary Alternative Education Program (DAEP) Placement** and **Expulsion** for mandatory and permissive consequences under state law.] • Possess or sell seeds or pieces of marijuana in less than a usable amount. • Possess, use, give, or sell paraphernalia related to any prohibited substance. [See **Glossary** for "paraphernalia."]	
• Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.	Although some school officials want to include specific examples of commonly used look-alike drugs like K2 and bath salts in the Code of Conduct, we recommend using the more general text as written so that all forms of look-alike drugs are covered.

Text	Editorial Notes
• Abuse the student's own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person's prescription drug on school property or at a school-related event. [See **Glossary** for "abuse."] • Abuse over-the-counter drugs. [See **Glossary** for "abuse."] • Be under the influence of prescription or over-the-counter drugs that cause impairment to body or mind. [See **Glossary** for "under the influence."]	
• Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.	Coordinate with the district's FFAC and FFAF policies and regulations on administering medication. A district is prohibited from enacting, adopting, or enforcing a rule or regulation that prohibits the possession of low-THC cannabis as authorized by the Texas Compassionate Use Act, Chapter 487 of the Health and Safety Code which permits prescriptions for low-THC (non-intoxicating) cannabis in limited circumstances. If a student has a valid prescription for low-THC cannabis, follow the district's policies and procedures for prescription medications.
Misuse of Technology Resources and the Internet	
Students shall not: • Violate policies, rules, or agreements signed by the student or the student's parent regarding the use of technology resources.	Coordinate with the district's CQ(LOCAL) policy, regulations, user agreements, and rules related to use of technology resources. A person commits an offense of the Penal Code if he or she poses as someone else via social networking or any internet site, including posting or sending messages.

Text	Editorial Notes
• Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.	Conduct that constitutes breach of computer security is an expellable offense under the Penal Code. [see **Expulsion**]
• Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment. • Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school. • Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school. • Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school. • Utilize artificial intelligence in a way that would constitute academic dishonesty or as a means of engaging in any other prohibited conduct.	A reference to the inappropriate use of artificial intelligence has been added.
Safety Transgressions	
Students shall not: • Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety. • Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property. • Make false accusations or perpetrate hoaxes regarding school safety.	

Text	Editorial Notes
• Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence. • Throw objects that can cause bodily injury or property damage. • Discharge a fire extinguisher without valid cause.	
Miscellaneous Offenses	
Students shall not: • Violate dress and grooming standards as communicated in the Student Handbook.	State law prohibits a school district dress code or grooming policy, including a student dress code or grooming policy for any extracurricular activity, from discriminating against a hair texture or protective hairstyles commonly or historically associated with race. The bill does not define "protective hairstyle", but specifies these hairstyles include braids, locks, and twists. Information relating to student dress code is located in the Model Student Handbook. Review the district's dress code and revise as needed.
• Engage in academic dishonesty, which includes cheating or copying the work of another student, unauthorized use of artificial intelligence, plagiarism, and unauthorized communication between students during an examination.	The provision addressing cheating has been broadened to reference academic dishonesty and provide examples to align with policy EIA(LOCAL). A reference to the unauthorized use of artificial intelligence has been included as an example of academic dishonesty.
• Gamble. • Falsify records, passes, or other school-related documents.	

General Conduct Violations

Text	Editorial Notes
• Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities. • Repeatedly violate other communicated campus or classroom standards of conduct. The district may impose campus or classroom rules in addition to those found in the Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code of Conduct.	

Discipline Management Techniques

Text	Editorial Notes
Discipline Management Techniques	
Discipline shall be designed to improve conduct and encourage students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.	Adjust the discipline management techniques as appropriate for your district. A variety of techniques may be used for violations of campus rules, classroom rules, or the Code of Conduct, subject to the prohibition on certain aversive techniques listed below. State law prohibits districts from placing students who are homeless or in a grade level below grade 3 in out-of-school suspension, except in limited circumstances. If the district is going to implement a positive behavior program as a disciplinary alternative for these students, the details of the program can be added to this section of the Code of Conduct.
First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette	
An appropriate administrator may place a student in a disciplinary alternative education program for the first-time offense of possession or use of a nicotine delivery product or e-cigarette, as defined by Section 161.081, Health and Safety Code. If a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days.	This is a new requirement from **HB 6.**

Text	Editorial Notes
Students with Disabilities	
The discipline of students with disabilities is subject to applicable state and federal law in addition to the Code of Conduct. In the event of any conflict, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL). In accordance with the Education Code, a student who receives special education services may not be disciplined in a manner that results in a change to the student's educational placement for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists [see **Glossary**] until an Admission, Review, and Dismissal (ARD) committee meeting has been held to review the conduct. In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.	The *Model* does not include federal and state requirements for the discipline of students receiving special education services. Please note, however, that Education Code 37.001 addresses the discipline of a student receiving special education services for bullying, harassment, or making hit lists and requires the district to consider a disability that substantially impairs a student's capacity to appreciate the wrongfulness of the student's conduct. In addition, Education Code 37.004 addresses disciplinary placement procedures for students with disabilities. If a district takes disciplinary action that constitutes a change of placement for a student with a disability, Section 37.004 requires the district to, no later than ten school days after the change in placement: (1) seek consent from the parent to conduct a functional behavioral assessment (FBA) if the student has never had an FBA or the existing FBA is more than one year old, (2) review any previous FBAs and/or behavior intervention or improvement plans (BIPs), and (3) develop a BIP or revise the existing one, as necessary. Newly revised language relating to change of placement is pursuant to **HB 6**.

Discipline Management Techniques

Text	Editorial Notes
Techniques	
The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Code of Conduct or by campus or classroom rules: • Verbal correction, oral or written. • Cooling-off time or a brief "time-out" period, in accordance with law. • Seating changes within the classroom or vehicles owned or operated by the district. • Temporary confiscation of items that disrupt the educational process. • Rewards or demerits. • Behavioral contracts. • Counseling by teachers, school counselors, or administrative personnel. • Parent-teacher conferences. • Behavior coaching. • Anger management classes. • Mediation (victim-offender). • Classroom circles. • Family group conferencing.	Many of the listed discipline techniques can be used as part of a progressive intervention program, including alternative or restorative practices. Modify the list as appropriate to reflect district practice. Time-out that prevents a student from being involved in and progressing appropriately in the required curriculum or an applicable individualized education program (IEP), including isolating the student by the use of physical barriers, is considered a prohibited aversive technique as defined by Education Code 37.0023.
• Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.	Grade reductions must be consistent with district grading guidelines.
• Detention, including outside regular school hours.	Be sure to confirm transportation arrangements prior to a student completing detention outside of regular school hours. See FO(LOCAL).

Text	Editorial Notes
• Sending the student to the office, another assigned area, or to in-school suspension (ISS).	State law limiting placement in out-of-school suspension to three days does not apply to placement in ISS. **HB 6** provides that there is no limit on the number of days a student may be assigned to ISS. However, the principal or other appropriate administrator must review the ISS assignment at least once every 10 school days to determine the educational progress of the child and whether continued assignment to ISS is appropriate. If they determine it is appropriate, they must document that decision. For more information, see FOB(LEGAL).
• Assignment of school duties, such as cleaning or picking up litter. • Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.	
• Penalties identified in student organizations' extracurricular standards of behavior.	Principals, the superintendent, or the board may approve extracurricular standards of behavior developed by sponsors and coaches of extracurricular activities. The activities may have higher standards than the Code of Conduct. Students may be denied participation in an activity for violating the extracurricular standards of behavior. Refer to FO(LOCAL) for the district's extracurricular standards of behavior and FM(LOCAL) for local policy on absences and extracurricular activities. In light of numerous legal challenges to various aspects of stricter standards as a condition of participation, we recommend that extracurricular codes be in writing and signed by the students and their parents.

Text	Editorial Notes
• Restriction or revocation of district transportation privileges.	A student's transportation privileges may generally be restricted or revoked due to misconduct. However, the district may be required to provide transportation for a student with disabilities during a disciplinary placement in accordance with state and federal law.
• School-assessed and school-administered probation.	
• Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.	Coordinate with FO(LOCAL). Districts that permit the use of corporal punishment must honor a signed statement from a parent prohibiting the use of corporal punishment with his or her child. The parent must annually provide such a statement. Delete this item from the list if the district does not permit the use of corporal punishment.
• In-school suspension, as specified in **In-School Suspension.** • Out-of-school suspension, as specified in **Out-of-School Suspension.** • Placement in a DAEP, as specified in **Disciplinary Alternative Education Program (DAEP) Placement.** • Expulsion and/or placement in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses.** • Expulsion, as specified in **Expulsion.** • Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district. • Other strategies and consequences as determined by school officials.	

Text	Editorial Notes
Prohibited Aversive Techniques	
Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include: • Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL)] • Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks. • Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face. • Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility. • Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse. • Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint. • Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face. • Restricting the student's circulation. • Securing the student to a stationary object while the student is standing or sitting. • Inhibiting, reducing, or hindering the student's ability to communicate. • Using chemical restraints. • Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers.	Education Code 37.0023 prohibits a district employee, volunteer, or independent contractor from using aversive techniques or causing aversive techniques to be used on a student. However, this provision does not prohibit a teacher from removing a student from class under Education Code 37.002. Delete the reference to corporal punishment in the first bullet if your district's FO(LOCAL) does not permit the use of corporal punishment.

Text	Editorial Notes
• Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).	
Notification	
The CBC shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The CBC shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of Education Code 37.0012(d). A good-faith effort shall be made to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the CBC shall send written notification by U.S. Mail. If the CBC is not able to provide notice to the parent, the principal or designee shall provide the notice. Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.	Education Code 37.0012(d) requires the CBC to promptly notify a student's parent regarding student discipline for ISS, out-of-school suspension, placement in a DAEP or JJAEP, expulsion, or when a student is taken into custody.
Parental Involvement	
The principal, campus behavior coordinator, or other appropriate administrator shall notify the parent of or person standing in parental relation to a student who has been placed in a disciplinary alternative education program (DAEP) or expelled of the parent's or person's right to request a behavioral agreement that specifies the responsibilities of the parent or person and student. The behavioral agreement must specify the responsibilities of the student and parent/guardian. If followed, the agreement may result in a reduced disciplinary placement period, as outlined in the agreement. Reduction in the disciplinary placement period does not entitle the student to different disciplinary placement. The decision to reduce, revoke, or amend the disciplinary placement period is	Choose which statement applies regarding the district's choice regarding adopting a policy for parental involvement in student disciplinary placements in accordance with **HB 6.** The commissioner will adopt a model behavioral agreement for school districts to use as a guideline.

Text	Editorial Notes
at the sole discretion of the school administration. Compliance with the agreement is required for the reduction to remain valid. ***[OR]*** The district has not adopted a policy for parental involvement in school disciplinary placements under Education Code 37.0014.	
Appeals	
Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or CBC, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the central administration office or online at ***[insert URL].***	**SB 12** requires districts to post grievance forms on the district website and make them available upon request at district facilities.
The district shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district will comply with applicable federal law, including the Title IX formal complaint process. See policies FFH(LEGAL) and (LOCAL).	

Text	Editorial Notes
Removal from the School Bus	
A bus driver may refer a student to the principal's office or the CBC's office to maintain effective discipline on the bus. The principal or CBC must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges. To transport students safely, the vehicle operator must focus on driving and not be distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the CBC may restrict or revoke a student's transportation privileges, in accordance with law.	Education Code 37.0022 authorizes a bus driver to refer a student to the appropriate administrator to maintain effective discipline on the bus. The administrator is required to utilize appropriate discipline management techniques as detailed in the district's Code of Conduct.

Removal from the Regular Educational Setting

Text	Editorial Notes
Removal from the Regular Educational Setting	
In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.	The *Model* clarifies the specific statutory duties or responsibilities of the CBC and those of other district administrators, which may or may not include the CBC.
Routine Referral	
A routine referral occurs when a teacher sends a student to the CBC's office as a discipline management technique. The CBC shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for behavior that violates this Code of Conduct to maintain effective discipline in the classroom.	For a routine referral, the CBC may employ one of the discipline management techniques listed. If a teacher repeatedly refers a student to the office for misconduct, the CBC must alert the student's parent to the recurring misconduct and the possibility of placement in a DAEP if documented misconduct continues.
Formal Teacher Removal	
A teacher may initiate a formal removal from class if: 1. A student's behavior ~~has been documented by~~repeatedly interferes with ~~the teacher as repeatedly interfering with~~ the teacher's ability to teach the class or with other students' ability to learn.~~; or~~ 2. ~~The~~ A student demonstrates behavior that is ~~so~~ unruly, disruptive, or abusive ~~that~~ toward the teacher, another adult, or ~~cannot teach, and the~~another student~~s~~ in the classroom~~ cannot learn.~~. 3. A student engages in conduct that constitutes bullying, as defined by Education Code 37.0832.	**HB 6** changes the standards for teacher removals and clarifies that teacher removals can result from a single incident of student behavior. **HB 6** requires that the removing teacher should have an opportunity to participate in the conference.

Text	Editorial Notes
A teacher, CBC, or other appropriate administrator must notify a parent or person standing in parental relation to the student of the formal removal. A teacher may remove a student from class based on a single incident of behavior. Within three school days of the formal removal, the CBC or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator. At the conference, the CBC or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations. When a student is removed from the regular classroom by a teacher and a conference is pending, the CBC or other administrator may place the student in: • Another appropriate classroom. • ISS. • Out-of-school suspension. • DAEP. A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.	
Returning a Student to the Classroom	
A student who has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated sexual assault may not be returned to the teacher's class without the teacher's written consent. A student who has been formally removed by a teacher for any other conduct may not be returned to the teacher's class without the teacher's written consent unless the placement review committee determines that the teacher's class is the best or only alternative, and not later than the third class day after the day the student was removed from class, a conference in which the teacher was	**HB 6** provides that a model return to class plan will be adopted by the commissioner for use by a school district. A return to class plan must be created before or at the conference. A plan created before the conference must be discussed at the conference.

Text	Editorial Notes
provided an opportunity to participate has been held. The student may not be returned to the teacher's class unless the teacher provides written consent for the student's return or a return to class plan has been prepared for that student.	
Appeals of Formal Teacher Removals	
A student may appeal the teacher's removal of the student from class to the school's placement review committee or the campus's threat assessment and safe and supportive school team, in accordance with a district policy providing for such an appeal to be made to this team.	**HB 6** allows a district to choose whether or not they have a process for students to appeal to the school's placement review committee. Policy language will be included in Update 126

Text	Editorial Notes
In-School Suspension	
An in-school suspension is not subject to any time limit. A school's principal or other appropriate administrator shall review the in-school suspension of a student at least once every 10 school days after the date of the suspension begins to evaluate the educational progress of the student and to determine if continued in-school suspension is appropriate. During in-school suspension, a student shall receive appropriate behavioral support services and comparable educational services as the student would receive in the classroom. If the student receives special education services, the student must continue to receive special education and related services specified in the student's individualized education program (IEP) and continue to have an opportunity to progress in the general curriculum. [See **First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette** for limitations to the general rule.]	**HB 6** clarified provisions related to in-school suspension.
Process	
Before being suspended, a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision. The CBC shall determine the number of days of a student's suspension.	
In deciding whether to order in-school suspension, the CBC shall take into consideration: 1. Self-defense [see **Glossary**]; 2. Intent or lack of intent at the time the student engaged in the conduct; 3. The student's disciplinary history;	

Text	Editorial Notes
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct; 5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or 6. A student's status as homeless. The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.	

Text	Editorial Notes
Out-of-School Suspension	
Misconduct	
Students may be suspended for behavior listed in the Code of Conduct as a general conduct violation, DAEP offense, or expellable offense. The district shall not use out-of-school suspension for students ~~in grade 2 or below~~below grade 3 unless the conduct meets the requirements established in law. A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in: • Conduct that contains the elements of a weapons offense, as provided in Penal Code sections 46.02 or 46.05; • Conduct that threatens the immediate health and safety of other students in the classroom~~contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code~~; ~~or~~ • Documented conduct that results in repeated or significant disruption to the classroom; or • Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law. The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.	Recommended adjustments have been made based on changes in **HB 6.** Districts may add to the list of offenses for which students may be suspended or removed to a DAEP, but all such offenses must be listed and defined in the Code of Conduct. Education Code 37.005 prohibits a district from placing in out-of-school suspension a student who is homeless unless the student engages in certain conduct. Chapter 37 allows for the CBC to work with the homeless liaison to find an appropriate alternative for the student.

Text	Editorial Notes
Process	
State law allows a student to ~~be suspended~~ be assigned to out-of-school suspension for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year. Before being suspended a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision. The CBC shall determine the number of days of a student's suspension, not to exceed three school days.	Chapter 37 does not limit the number of times a student can be suspended in a semester or year. A district may be challenged, however, if it suspends a student so frequently that the suspension has the effect of depriving a student of the right to an education.
In deciding whether to order out-of-school suspension, the CBC shall take into consideration: 1. Self-defense [see Glossary]; 2. Intent or lack of intent at the time the student engaged in the conduct; 3. The student's disciplinary history; 4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct; 5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or 6. A student's status as homeless. The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.	Chapter 37 requires the CBC to consider these mitigating factors when making decisions about suspension.
Alternative Assignment	
A parent or person standing in parental relation to the student may submit a written request to the principal or other appropriate administrator to reassign a student placed in out-of-school suspension. The parent or person standing in parental relation to the student must provide information and	**HB 6** provides for alternative placement with sufficient documentation and may only be used in extenuating circumstances and not used as a

Text	Editorial Notes
documentation that they are unable to provide suitable supervision for the student during school hours during the period of the suspension. It is the sole discretion of the principal or other appropriate administrator to reassign the student placed in out-of-school suspension.	routine replacement for out-of-school suspension. The district shall maintain the information and documentation of each assignment to include the parent's or person's request and the reason for the parent's or person's unavailability.
Coursework During Suspension	
The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet. A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity before the beginning of the next school year to complete each course the student was enrolled in at the time of removal. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.	

Disciplinary Alternative Education Program (DAEP) Placement

Text	Editorial Notes
Disciplinary Alternative Education Program (DAEP) Placement	
The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.	
For purposes of DAEP, elementary classification shall be kindergarten-grade 5 and secondary classification shall be grades 6-12. ***[OR]*** For purposes of DAEP, elementary classification shall be kindergarten-grade 6 and secondary classification shall be grades 7-12.	As required by 19 Administrative Code 103.1201(h)(1), the district must separate elementary students from secondary students in the DAEP setting and must designate through policy the district's grade configuration for elementary and secondary. Choose one of the two options or adjust the grade levels as necessary.
Summer programs provided by the district shall serve students assigned to a DAEP in conjunction with other students. ***[OR]*** Summer programs provided by the district shall serve students assigned to a DAEP separately from those students who are not assigned to the program.	The Administrative Code also requires districts to designate through policy whether the district's summer programs will serve DAEP students with other students. Choose one option, depending on whether DAEP students attend summer programs with other students.
A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.	
In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration: 1. Self-defense [see **Glossary**]; 2. Intent or lack of intent at the time the student engaged in the conduct; 3. The student's disciplinary history;	Throughout the *Model,* we have noted when a particular action or decision is the statutory responsibility of the CBC.

Disciplinary Alternative Education Program (DAEP) Placement

Text	Editorial Notes
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct; 5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or 6. A student's status as homeless.	
Discretionary Placement: Misconduct That May Result in DAEP Placement	
A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code of Conduct. ***[OR]*** A student may be placed in a DAEP for the following conduct violations:	Choose between referring to the list in the General Conduct Violations section as behaviors that may result in placement or create a list of behaviors that the district has decided warrant DAEP placement and delete the other option.
Misconduct Identified in State Law	
In accordance with state law, a student **may** be placed in a DAEP for any of the following offenses: • Engaging in bullying that encourages a student to die by ~~commit or attempt to commit~~ suicide. • Inciting violence against a student through group bullying. • Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent. • Involvement in a public school fraternity, sorority, or secret society, or gang including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. [see **Glossary**]	Language regarding death by suicide has been updated as recommended by mental health professionals.
• Involvement in criminal street gang activity. [see **Glossary**]	Districts experiencing gang activity should consult their school attorneys to define gang-related activity for consistent discipline.

Disciplinary Alternative Education Program (DAEP) Placement

Text	Editorial Notes
• Criminal mischief, not punishable as a felony. ***[OR]*** • Any criminal mischief, including a felony.	Criminal mischief generally constitutes a felony under Penal Code 28.03 if the property damage meets or exceeds $2,500. The district must decide whether to make this an offense for which a student will be placed in a DAEP or expelled. If the felony is retained here, delete the text on **Discretionary Expulsion: Misconduct That May Result in Expulsion.**
• Assault (no bodily injury) with threat of imminent bodily injury. • Assault by offensive or provocative physical contact.	A student is subject to mandatory DAEP placement for engaging in assault with bodily injury under Penal Code 22.01(a)(1) on or within 300 feet of district property or while attending a school-related activity. If the district will place a student in a DAEP for assault that does not result in bodily injury, such as assault with threat of imminent bodily injury under Penal Code 22.01(a)(2) or assault of an offensive or provocative nature under Penal Code 22.01(a)(3), the misconduct should be listed here.
• Engages in conduct that contains the elements of the offense of disruptive activities under Education Code 37.123. • Engages in conduct that contains the elements of the offense of disruption of classes under Education Code 37.124. • Possesses or uses an e-cigarette, as defined by Section 161.081,Health and Safety Code, except that if a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the	Revision pursuant to **HB 6**.

Text	Editorial Notes
student shall be placed in in-school suspension for a period of at least 10 school days. See **First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette** for additional information.	
In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief [see **Glossary]** that the student engaged in conduct punishable as a felony~~, other than aggravated robbery or those listed as offenses in Title 5 (see Glossary) of the Penal Code,~~ that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process. Aggravated robbery or felonies listed as offenses in Title 5 [see **Glossary**] of the Penal Code are punishable as mandatory expulsions.	The Education Code requires a superintendent to consider information included in the notification from law enforcement of a student's arrest in determining whether there is a reasonable belief that the student engaged in conduct constituting a felony offense. However, in accordance with Education Code 37.006(e), additional information requested by the superintendent or designee from law enforcement for the purpose of creating a threat assessment or safety plan for the student cannot be used to determine whether there is a reasonable belief that the student engaged in a felony offense for discipline purposes. Revisions to this section are the result of **HB 6**.
The CBC **may** place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.	Throughout the *Model,* we have noted when a particular action or decision is the statutory responsibility of the CBC.
Mandatory Placement: Misconduct That Requires DAEP Placement	
A student **must** be placed in a DAEP if the student:	
• Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. [see **Glossary**]	If the district decides that it will always expel for conduct relating to false alarm, report, or terroristic threat, delete the text here in favor of the text in the section on **Expulsion.** This

Text	Editorial Notes
	includes behaviors such as calling in a bomb threat or pulling a fire alarm without cause. A district may want to list bomb threats as an expellable offense and the pulling of a fire alarm as a DAEP placement. The district may also want to take age and grade level into consideration when determining consequences. If a district receives a bomb threat or terroristic threat involving a facility where students are present, Education Code 37.113 requires providing notice “as soon as possible” to parents of students who are assigned to or who regularly use the facility.
• Commits the following offenses on school property, within 300 feet of school property as measured from any point on the school’s real property boundary line, or while attending a school-sponsored or school-related activity on or off school property: • Engages in conduct punishable as a felony. • Commits an assault [see **Glossary**] under Penal Code 22.01(a)(1).	
• Except as provided by Education Code 37.007(a)(3), sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance or dangerous drug in an amount not constituting a felony offense. [School-related felony drug offenses are addressed in **Expulsion**.] [See **Glossary** for "under the influence," "controlled substance," and "dangerous drug."] • Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. • Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol.	State law requires mandatory placement in a DAEP for selling, giving, delivering, possessing, using, or being under the influence of marijuana, THC, or e-cigarettes within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property. A district is prohibited from enacting, adopting, or enforcing a rule or regulation that prohibits the possession of low-THC cannabis as authorized by The Texas Compassionate Use Act, Chapter 487 of the Health and Safety Code, which

Disciplinary Alternative Education Program (DAEP) Placement

Text	Editorial Notes
• Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals. • Sells, gives, or delivers to another person ~~or possesses or uses~~ an e-cigarette, as defined by Section 161.081, Health and Safety Code. • Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. [see **Glossary**]	permits prescriptions for low-THC cannabis in limited circumstances. If a student has a prescription, any possession or use of low-THC cannabis should not be considered a violation of the adjacent text. Follow the district's policies and procedures for prescription medications. [See FFAC and FFAF.] **HB 6** removes mandatory DAEP placement for possession or use of e-cigarettes. It also clarifies that a felony offense is also a mandatory expulsion.
• Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code sections 42.07(a)(1), (2), (3), or (7)	Education Code 37.006 requires the district to place a student in a DAEP if the student engages in certain forms of harassment against an employee while on or within 300 feet of school property or while attending a school-sponsored or school-related activity on or off school property. Although **HB 1427** expanded the definition of harassment under Penal Code 42.07, the new law made no change to the types of harassment against a school employee that are subject to mandatory DAEP placement under Chapter 37.
• Engages in expellable conduct and is six to nine years of age.	The law regarding students under the age of 10 is as follows: • Students under age six cannot be placed in a DAEP unless they commit a federal firearms offense. • Students between six and nine years of age who commit expellable offenses listed in

Disciplinary Alternative Education Program (DAEP) Placement

Text	Editorial Notes
	Education Code 37.007 may not be expelled and must be placed in a DAEP. • Elementary students cannot be placed in a DAEP with students not in elementary school.
• Commits a federal firearms violation and is younger than six years of age. • Engages in conduct that contains the elements of the offense of retaliation under Penal Code 36.06 against any school employee or volunteer on or off school property. ~~(Committing retaliation in combination with another expellable offense is addressed in Expulsion.)~~	Text removed to match statutory language.
• Engages in conduct that contains the elements of harassment under Penal Code 42.07 against any school employee or volunteer on or off of school property.	This is a change from **HB 6**.
• ~~Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 [see Glossary]~~	**HB 6** necessitated this revision.
The student receives deferred prosecution [see **Glossary**], or a court or jury finds that the student has engaged in delinquent conduct [see **Glossary**], or the superintendent or designee has a reasonable belief [see **Glossary**] under Section 53.03, Family Code, for conduct defined as any of the following offenses under the Penal Code: 1. A felony offense under Title 5; 2. The offense of deadly conduct under Section 22.05; 3. The felony offense of aggravated robbery under Section 29.03; 4. The offense of disorderly conduct involving a firearm under Section 42.01(a)(7) or (8); or 5. The offense of unlawfully carrying weapons under Section 46.02, except for an offense punishable as a Class C misdemeanor under that section. ~~7. A court or jury finds that the student has engaged in delinquent conduct (see **Glossary**), or~~ ~~The superintendent or designee has a reasonable belief (see Glossary) that the student engaged in the conduct.~~	Revisions in **HB 6** necessitated revisions to this section, which has also been restructured for clarity.

Disciplinary Alternative Education Program (DAEP) Placement

Text	Editorial Notes
Sexual Assault and Campus Assignments	
A student shall be transferred to another campus if: • The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; and • The victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus. If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.	
Process	
Removals to a DAEP shall be made by the CBC.	As noted above, Chapter 37 of the Education Code clarifies that the CBC is the person with the authority to place a student in a DAEP.
Conference	
When a student is removed from class for a DAEP offense, the CBC or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and, in the case of a teacher removal, the teacher. At the conference, the CBC or appropriate administrator shall provide the student: • Information, orally or in writing, of the reasons for the removal; • An explanation of the basis for the removal; and • An opportunity to respond to the reasons for the removal.	State law makes clear that conference provisions in Education Code 37.009(a) apply to all removals for mandatory placement in a DAEP under Education Code 37.006(a). FOC(EXHIBIT), found in the *Regulations Resource Manual,* provides a sample notice of a removal conference.

Disciplinary Alternative Education Program (DAEP) Placement

Text	Editorial Notes
Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.	
Consideration of Mitigating Factors	
In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration: 1. Self-defense [see **Glossary**]; 2. Intent or lack of intent at the time the student engaged in the conduct; 3. The student's disciplinary history; 4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct; 5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or 6. A student's status as homeless.	Throughout the *Model,* we have noted when a particular action or decision is the statutory responsibility of the CBC.
Placement Order	
After the conference, if the student is placed in a DAEP, the CBC shall write a placement order. A copy of the DAEP placement order and information for the parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for purposes of special education services shall be sent to the student and the student's parent. Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code. If the student is placed in a DAEP and the length of placement is inconsistent with the guidelines included in this Code of Conduct, the placement order shall give notice of the inconsistency.	State law amends Chapter 37 to require the district to provide information to a student's parent about the process for requesting a full individual and initial evaluation of the student for purposes of special education services when a student is placed for a mandatory DAEP offense. FOC(EXHIBIT), found in the *Regulations Resource Manual,* provides sample placement orders.

Disciplinary Alternative Education Program (DAEP) Placement

Text	Editorial Notes
DAEP at Capacity	
If a DAEP is at capacity at the time the CBC is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement. If a DAEP is at capacity at the time the CBC is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.	State law states when a DAEP is at capacity, a student who engaged in conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical must be placed in ISS until the student can be transferred to a DAEP if space becomes available before the expiration of the period of the placement. In addition, when a DAEP is at capacity, a student in a DAEP for conduct related to marijuana, THC, e-cigarette, alcohol, or an abusable volatile chemical **may** be moved to ISS to create space for a student who engaged in violent conduct. If space becomes available, the removed student must be returned to a DAEP to complete the period of the placement.
Coursework Notice	
The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete, at no cost to the student, a foundation curriculum course in which the student was enrolled at the time of removal, and which is required for graduation. The notice shall include information regarding all methods available for completing the coursework.	Education Code 37.008 requires districts to ensure parents are properly informed about their child's options for completing coursework while in DAEP.
Length of Placement	
The CBC shall determine the duration of a student's placement in a DAEP.	Throughout the *Model,* we have noted when a particular action or decision is the statutory responsibility of the CBC.

Disciplinary Alternative Education Program (DAEP) Placement

Text	Editorial Notes
The duration of a student's placement shall be determined case by case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.	
The maximum period of DAEP placement shall be one calendar year, except as provided below.	Districts are required to have guidelines for setting the term of a DAEP placement. The length of placement may be for as few as three days or as long as one year. Districts may list categories of offenses or individual offenses or may list one year as the maximum for any offense. The district may also choose to specify the length of a placement for a student who repeats an offense.
Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.	FOC(EXHIBIT), found in the *Regulations Resource Manual,* prompts districts to clarify whether placements are for calendar days or school days and whether absences count towards the total days assigned in the placement order. Align this statement with the district's practice.
The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.	The Administrative Code requires districts to have procedures for administering academic assessments to students assigned to a DAEP for a period of 90 days or longer upon initial placement and subsequently on the date of release, or as near that date as possible.
Exceeds One Year	
Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.	

Disciplinary Alternative Education Program (DAEP) Placement

Text	Editorial Notes
The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.	
Exceeds School Year	
Students who are in a DAEP placement at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement. For placement in a DAEP to extend beyond the end of the school year, the CBC or the board's designee must determine that: 1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others; or 2. The student has engaged in serious or persistent misbehavior [see **Glossary**] that violates the district's Code of Conduct.	
Exceeds 60 Days	
For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.	
Appeals	
Questions from parents regarding disciplinary measures should be addressed to the campus administration. Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the central administration office or online at ***[insert URL].***	

Disciplinary Alternative Education Program (DAEP) Placement

Text	Editorial Notes
Appeals shall begin at ***[insert the appropriate level of the complaint process, i.e., Level One or Level Two]*** with the ***[insert the appropriate title or position of the board's designee, i.e.,*** CBC***, principal, or superintendent].*** ***[OR]*** Appeals shall begin at Level ***[insert the level listed at FNG that applies to the board]*** with the board.	Education Code 37.009(a) allows for students to appeal a decision by a CBC or other administrator to place a student in a DAEP. The district must designate whether the appeal is to be made to the board or the board's designee by choosing the option that reflects district practice. Although this provision in the Education Code states that this appeal is final whether it is made to the board or the board's designee, TASB recommends that districts allowing an initial appeal to be made to the board's designee also allow a subsequent appeal to be made to the board as a final step, if necessary, in an effort to reduce parent and student frustration and to comply with the Texas Constitution, which extends citizens the right to be heard by a governmental body (including a school board) for redress of grievances.
The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.	Districts are not required to delay a consequence while a parent submits an appeal.
Restrictions During Placement	
State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities. ***[OR]*** The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or cocurricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.	State law prohibits students placed in a DAEP for reasons listed in Education Code 37.006 from attending or participating in school-sponsored or school-related extracurricular or cocurricular activities during the period of placement (option 1). The district can expand that prohibition to include placement in a DAEP for locally defined reasons (option 2). Choose the appropriate option.

Disciplinary Alternative Education Program (DAEP) Placement

Text	Editorial Notes
A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who is entitled to transportation in accordance with the student's IEP or Section 504 plan. ***[OR]*** The district shall provide transportation to students in a DAEP.	A student's transportation privileges may be taken away or restricted. However, the removal of transportation privileges from students with disabilities must be consistent with state and federal law.
For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order. ***[OR]*** For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the placement in the program shall continue through graduation, and the student shall not be allowed to participate in the graduation ceremony and related graduation activities.	The Education Code prohibits students placed in a DAEP for certain reasons from participating in school-sponsored or school-related activities. Districts should decide and communicate clearly to parents and students whether a DAEP placement in the second semester ends on the last day of instruction, allowing a student to participate in the graduation ceremony and related activities, or whether the student will not be allowed to participate in the graduation ceremony and related activities.
Placement Review	
A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the CBC or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.	
Additional Misconduct	
If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the CBC may enter an additional disciplinary order as a result of those proceedings.	Throughout the *Model,* we have noted when a particular action or decision is the statutory responsibility of the CBC.

Disciplinary Alternative Education Program (DAEP) Placement

Text	Editorial Notes
Notice of Criminal Proceedings	
When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if: 1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication [see **Glossary**], or deferred prosecution will be initiated; or 2. The court or jury found a student not guilty or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice. If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review. After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers. The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings. If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.	

Disciplinary Alternative Education Program (DAEP) Placement

Text	Editorial Notes
Withdrawal During Process	
When a student violates the district's Code of Conduct in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the CBC may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the CBC or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.	Throughout the *Model,* we have noted when a particular action or decision is the statutory responsibility of the CBC.
Newly Enrolled Students	
The district shall continue the DAEP placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district including a district in another state. ***[OR]*** The district shall decide on a case-by-case basis whether to continue the placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district including a district in another state. The district may place the student in the district's DAEP or a regular classroom setting. ***[OR]*** The district shall place a student who enrolls in the district and was previously assigned to a DAEP in an open-enrollment charter school or another district including a district in another state, directly into a regular classroom setting.	Choose one of the three options. The district may place a student enrolling from an open-enrollment charter school or another district in DAEP if the student was in the school's DAEP, and a copy of the placement order is provided to the district. The district may place an enrolling student who was in a DAEP in another state in the district's DAEP if the student's placement would also have been a DAEP placement in the receiving district, and the sending district provides a copy of the placement order.
When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.	

Disciplinary Alternative Education Program (DAEP) Placement

Text	Editorial Notes
State law requires the district to reduce a placement imposed by a district in another state that exceeds one year so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees, or if the extended placement is in the best interest of the student.	If a student was placed in a DAEP in another state for more than one year and the enrolling district continues the placement under Education Code 37.008(j), the enrolling district shall reduce the period of placement so that the aggregate period does not exceed one year unless the enrolling district determines that: 1. The student is a threat to the safety of other students or to district employees; or 2. Extended placement is in the best interest of the student.
Emergency Placement Procedure	
When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.	A principal or principal's designee can order an immediate DAEP placement of a student in accordance with Education Code 37.019.
Transition Services	
In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy FOCA(LEGAL) for more information.	Education Code 37.023 requires the DAEP administrator to provide the administrator of the campus where the student is returning with information about the student's progress while in the alternative setting, including an assessment of academic growth and results of any assessments given to the student. No later than five instructional days after the student is released back to the campus, the campus administrator must develop a personalized

Disciplinary Alternative Education Program (DAEP) Placement

Text	Editorial Notes
	transition plan for the student by working with campus personnel. State law requires the district to provide to a student's parent or person standing in parental relation to the student the process for requesting a full individual and initial evaluation of the student for purposes of special education services as part of the student's personalized transition plan. FOCA(EXHIBIT), found in the *Regulations Resource Manual,* provides a sample plan for a student's transition back to the regular educational setting from a DAEP.

Placement and/or Expulsion for Certain Offenses

Text	Editorial Notes
Placement and/or Expulsion for Certain Offenses	
This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.	
Registered Sex Offenders	
Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.	Subchapter I of Chapter 37 addresses the placement of registered sex offenders. The district is required to remove a student from the regular classroom and determine the appropriate placement when the district receives notice under Article 15.27 or Chapter 62, Code of Criminal Procedure, that the student is currently required to register as a sex offender. The law also requires a particular composition of the review committee and for the board or its designee to make certain determinations in order to reverse the committee's recommendation.
If the student is under any form of court supervision, including probation, community supervision, or parole, the student shall be placed in either DAEP or JJAEP for at least one semester. If the student is not under any form of court supervision, the student may be placed in DAEP or JJAEP for one semester or placed in a regular classroom. The student may not be placed in the regular classroom if the board or its designee determines that the student's presence: 1. Threatens the safety of other students or teachers; 2. Will be detrimental to the educational process; or 3. Is not in the best interests of the district's students.	

Placement and/or Expulsion for Certain Offenses

Text	Editorial Notes
Review Committee	
At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation. The placement review of a student with a disability who receives special education services must be made by the ARD committee.	
Newly Enrolled Students	
If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.	
Appeal	
A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.	
~~**Certain Felonies**~~	
~~Regardless of whether DAEP placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or CBC makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see **Glossary**) of the Penal Code. The student must have:~~	Relocated text to after Mandatory Expulsion: Misconduct That Requires Expulsion for clarity.

Placement and/or Expulsion for Certain Offenses

Text	Editorial Notes
• Received deferred prosecution for conduct defined as aggravated robbery or a offense; • Been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a offense; • Been charged with engaging in conduct defined as aggravated robbery or a offense; • Been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a offense; or • Received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a offense. The district may expel the student and order placement under these circumstances regardless of: 1. The date on which the student's conduct occurred, 2. The location at which the conduct occurred, 3. Whether the conduct occurred while the student was enrolled in the district, or Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.	
Hearing and Required Findings	
The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom: 1. Threatens the safety of other students or teachers, 2. Will be detrimental to the educational process, or 3. Is not in the best interest of the district's students. Any decision of the board or the board's designee under this section is final and may not be appealed.	

Placement and/or Expulsion for Certain Offenses

Text	Editorial Notes
~~**Length of Placement**~~	
~~The student is subject to the placement until:~~ ~~1. The student graduates from high school,~~ ~~2. The charges are dismissed or reduced to a misdemeanor offense, or~~ ~~The student completes the term of the placement or is assigned to another program.~~	
~~**Placement Review**~~	
~~A student placed in a DAEP or JJAEP under this section is entitled to a review of his or her status, including academic status, by the CBC or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.~~	
~~**Newly Enrolled Students**~~	
~~A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.~~	

Text	Editorial Notes
Expulsion	
In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration: 1. Self-defense [see **Glossary**]; 2. Intent or lack of intent at the time the student engaged in the conduct; 3. The student's disciplinary history; 4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct; 5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or 6. A student's status as homeless.	Chapter 37 requires a CBC to consider these mitigating factors when making decisions about expulsion.
Discretionary Expulsion: Misconduct That May Result in Expulsion	
Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. [see **Disciplinary Alternative Education Program (DAEP) Placement**]	
Any Location	
A student **may** be expelled for: • Engaging in bullying that encourages a student to ~~commit or attempt to commit~~ die by suicide. • Inciting violence against a student through group bullying. • Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.	Language regarding death by suicide has been updated as recommended by mental health professionals. Assault against a school employee or volunteer is now a mandatory expulsion pursuant to **HB 6**.

Text	Editorial Notes
• ~~Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.~~	
• Criminal mischief, if punishable as a felony.	According to Penal Code 28.03, criminal mischief that results in damage to property of $2,500 or more is generally punishable as a felony. The district must decide whether to make this an offense for which a student will be placed in a DAEP or expelled. If the **Discretionary Placement: Misconduct That May Result in DAEP Placement** text regarding criminal mischief that includes a felony was retained as a DAEP placement, it should be deleted here.
• ~~Engaging in conduct that contains the elements of one of the following offenses against another student:~~ ◦ ~~Aggravated assault.~~ ◦ ~~Sexual assault.~~ ◦ ~~Aggravated sexual assault.~~ ◦ ~~Murder.~~ ◦ ~~Capital murder.~~ ◦ ~~Criminal attempt to commit murder or capital murder.~~ ◦ ~~Aggravated robbery.~~ • Breach of computer security. [see **Glossary**]	**HB 6** necessitated these deletions because they are now mandatory expulsions.
• Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.	If the district decides the offenses of making a false alarm or report or a terroristic threat should result only in a DAEP placement, delete the text here in favor of the text at **Mandatory Expulsion: Misconduct That Requires**

Text	Editorial Notes
	Expulsion. The minimum punishment for a student who makes a false alarm or report or a terroristic threat involving a public school is placement in a DAEP. This includes calling in a bomb threat or pulling a fire alarm without cause. Districts may also expel for these offenses. A district may choose to list bomb threats as an expellable offense and the pulling of a fire alarm as a DAEP placement. If so, list the offenses under the appropriate category.
At School, Within 300 Feet, or at a School Event	
A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:	
• Selling, giving, or delivering to another person, or possessing, using, or being under the influence of any amount of marijuana, a controlled substance, or a dangerous drug, unless the conduct is punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. [See **Glossary** for "under the influence."] • Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol. • Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.	Districts should decide if offenses involving non-felony amounts of marijuana, THC, alcohol, or abusable volatile chemicals are going to be expellable offenses or mandatory DAEP placements in the district. If the board decides not to expel for these offenses, the three highlighted bulleted items will need to be adjusted to remove offenses for which the district does not wish to expel. Non-felony amounts of controlled substances and dangerous drugs remain discretionary expulsions. If the district wishes to expel for non-felony amounts of controlled substances or dangerous drugs, the two items in the first bullet need to be retained. A district is prohibited from enacting, adopting, or enforcing a rule or regulation that prohibits the

Text	Editorial Notes
	possession of low-THC cannabis as authorized by The Texas Compassionate Use Act, Chapter 487 of the Health and Safety Code, which permits prescriptions for low-THC cannabis in limited circumstances. If a student has a prescription, any possession or use of low-THC cannabis should not be considered a violation of the adjacent text. Follow the district's policies and procedures for prescription medications. [See FFAC and FFAF.] The Penal Code includes the possession, manufacture, or delivery of LSD, salts, isomers, and salts of isomers in the list of offenses with enhanced penalties if committed within 1,000 feet of district premises.
• ~~Engaging in conduct that contains the elements of assault under Penal Code 22.01(a)(1) against an employee or a volunteer.~~	Assault against an employee is now a mandatory expulsion pursuant to **HB 6**.
• Engaging in deadly conduct. [see **Glossary**]	
Within 300 Feet of School	
A student may be expelled for possession of a firearm, as defined by federal law, while within 300 feet of school property, as measured from any point on the school's real property boundary line. ~~A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:~~ ~~• Aggravated assault, sexual assault, or aggravated sexual assault.~~ ~~• Arson. (See **Glossary**.)~~ ~~• Murder, capital murder, or criminal attempt to commit murder or capital murder.~~	The deleted text are infractions that are now mandatory expulsions pursuant to **HB 6.**

Text	Editorial Notes
• ~~Indecency with a child.~~ • ~~Aggravated kidnapping.~~ • ~~Manslaughter.~~ • ~~Criminally negligent homicide.~~ • ~~Aggravated robbery.~~	
• ~~Continuous sexual abuse of a young child or disabled individual.~~	
~~Felony controlled substance or dangerous drug offenses, not including THC.~~ • ~~Unlawfully carrying on or about the student's person a handgun or a location-restricted knife, as these terms are defined by state law. (See **Glossary**.)~~ • ~~Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See **Glossary**.)~~ • ~~Possession of a firearm, as defined by federal law. (See **Glossary**.)~~	
Property of Another District	
A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.	
While in a DAEP	
A student may be expelled for engaging in documented serious misbehavior that violates the district's Code of Conduct, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means: 1. Deliberate violent behavior that poses a direct threat to the health or safety of others;	A district cannot expel a student from a DAEP for "serious or persistent misbehavior." Prior to expelling a student assigned to a DAEP, district personnel must document instances of a student's "serious misbehavior," as defined by law, as well as attempted intervention actions.

Text	Editorial Notes
2. Extortion, meaning the gaining of money or other property by force or threat; 3. Conduct that constitutes coercion, as defined by Penal Code 1.07; or 4. Conduct that constitutes the offense of: a. Public lewdness under Penal Code 21.07; b. Indecent exposure under Penal Code 21.08; c. Criminal mischief under Penal Code 28.03; d. Hazing under Education Code 37.152; or e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.	Additionally, districts located in counties that operate JJAEPs may place a student in the JJAEP if the student engages in documented serious misbehavior. State law eliminates the requirement that a report of hazing be made in writing.
Mandatory Expulsion: Misconduct That Requires Expulsion	
A student **must** be expelled under federal or state law for any of the following offenses that occur ~~on school property or while attending a school-sponsored or school-related activity~~ on or off school property.	Revision pursuant to **HB 6.**
Under Federal Law	
Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. [see **Glossary**]	These provisions referencing federal law add detail from the federal Gun Free Schools Act, including how the term "school" is defined and the exceptions for lawfully stored firearms in a locked vehicle or firearms used in district activities. The district must expel a student for a period of one calendar year if the student brings to school a firearm, as defined by federal law. [See FNCG(LEGAL).] The superintendent may decide on a case-by-case basis to modify the length of expulsion. The district may provide educational services to expelled students age ten or older in

Text	Editorial Notes
	the DAEP; the district must provide services to students age nine and younger in the DAEP. [See FOD(LEGAL).]
Note*:* Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.	
Under the Penal Code	
• Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:	
• A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. [see **Glossary**] *Note*: A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department; or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]	Education Code 37.007(k) creates an exception to expulsion for using or possessing firearms under the listed circumstance.
• A location-restricted knife, as defined by state law. [see **Glossary**]	Education Code 37.007(a) references Penal Code Sections 46.02 and 46.05 for the offenses of unlawfully carrying weapons and prohibited weapons thereby removing the option for a district to expand the definition of "location-restricted knife" to include any knife, including a pocketknife, for purposes of mandatory expulsion.
• Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. [see **Glossary**]	**HB 6** adds kidnapping under Penal Code Section 20.03 and burglary or robbery under Sections 30.02 and 29.02.

Text	Editorial Notes
• Engages in conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125. • Behaving in a manner that contains elements of the following offenses under the Penal Code: • Aggravated assault, sexual assault, or aggravated sexual assault. • Arson. [see **Glossary**] • Murder, capital murder, or criminal attempt to commit murder or capital murder. • Indecency with a child. • Kidnapping or aggravated kidnapping. • Burglary, robbery or aggravated robbery. • Manslaughter. • Criminally negligent homicide.	**SB 1569** removes short barrel firearms from the definition of prohibited weapon.
• Continuous sexual abuse of a young child or disabled individual.	
• Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of a controlled substance or a dangerous drug. • Engaging in conduct that contains elements of assault against a school employee or volunteer. • ~~Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.~~	Revisions pursuant to **HB 6**. **HB 6** removed the mandatory expulsion requirement for retaliation against a school employee or volunteer because regardless of the motivation it is a mandatory expulsion.
Under Age 10	
When a student under the age of 10 engages in behavior that is expellable behavior, the student shall not be expelled but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.	In accordance with the Education Code, any student under 10 years of age who commits an

Text	Editorial Notes
	expellable offense shall be placed in a DAEP. He or she cannot be expelled from the district.
Virtual Expulsion Program	
In some circumstances, a student may be placed in a virtual expulsion program. • The school must ensure students in the program have the necessary technology and internet and must provide it if needed. • The virtual program must, as much as possible, meet the same requirements as an in-person disciplinary alternative education program (DAEP). • The student's placement must be reviewed every 45 school days. • If an in-person spot becomes available, the school should plan the student's return to in-person learning. • If continued virtual placement is appropriate, the school must document the decision.	**HB 6** adds a virtual expulsion program if the juvenile justice alternative education program (JJAEP) rejects or releases the student early, or the school district is in a county without a JJAEP and doesn't contract with one in another county.
Consideration of Virtual Education as Alternative to Expulsion	
Before a school district may expel a student, the district must consider the appropriateness and feasibility of, as an alternative to expulsion, enrolling the student in a full-time hybrid program, full-time virtual program, full-time hybrid campus, or full-time virtual campus. This requirement does not apply to a student expelled under Education Code 37.0081 or 37.007(a), (d), or(e).	**SB 569** sets out the considerations for virtual education as an alternative option to expulsion.
Process	
If a student is believed to have committed an expellable offense, the CBC or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.	Throughout the *Model,* we have noted when a particular action or decision associated with student discipline is the statutory responsibility of the CBC.

Text	Editorial Notes
Until a hearing can be held, the CBC or other administrator may place the student in: • Another appropriate classroom. • ISS. • Out-of-school suspension. • DAEP.	FOD(EXHIBIT), found in the *Regulations Resource Manual,* has sample notices and forms on expulsion.
Hearing	
A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to: 1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district; 2. An opportunity to testify and to present evidence and witnesses in the student's defense; and 3. An opportunity to question the witnesses called by the district at the hearing. After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.	
The hearing shall be conducted by the board of trustees, and the decision to expel shall be made by the board. ***[OR]*** The board of trustees delegates to the ***[insert the appropriate title or position for the district]*** authority to conduct hearings and expel students.	If the board conducts all expulsion hearings, the heading and text on Board Review of Expulsion should be deleted.
Board Review of Expulsion	
After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven	If the board delegates the authority to expel a student to an administrator, include the Board

Text	Editorial Notes
days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision. The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee. The board shall consider and base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.	Review of Expulsion heading and text so that a student may appeal the decision to the board.
Expulsion Order	
Before ordering the expulsion, the board or CBC shall take into consideration: 1. Self-defense [see **Glossary**]; 2. Intent or lack of intent at the time the student engaged in the conduct; 3. The student's disciplinary history; 4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct; 5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or 6. A student's status as homeless. If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student. Not later than the second business day after the hearing, the ***[insert the appropriate title or position for the district]*** shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code. If the length of the expulsion is inconsistent with the guidelines included in the Code of Conduct, the expulsion order shall give notice of the inconsistency.	Education Code 37.009(f) includes a requirement for the board or CBC to consider these mitigating factors before issuing an expulsion order.

Text	Editorial Notes
Length of Expulsion	
The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.	
The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.	Districts are required to have guidelines for setting the term of an expulsion. Districts may list categories of offenses or individual offenses or may list one year as the maximum for any offense.
An expulsion may not exceed one year unless, after review, the district determines that: 1. The student is a threat to the safety of other students or to district employees; or 2. Extended expulsion is in the best interest of the student.	
State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis. Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.	In accordance with the Gun Free Schools Act and Education Code 37.007(e), the superintendent is the only administrator who can modify the length of an expulsion.
Withdrawal During Process	
When a student's conduct requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student. If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.	

Text	Editorial Notes
If the CBC or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.	Throughout the *Model,* we have noted when a particular action or decision associated with student discipline is the statutory responsibility of the CBC.
Additional Misconduct	
If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the CBC or the board may issue an additional disciplinary order as a result of those proceedings.	
Restrictions During Expulsion	
Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.	
No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.	Common practice for most districts has been not to give academic credit during the time a student is expelled from school. However, districts in counties that have JJAEPs must provide educational services to those students in the JJAEP, in a setting provided by the district, or through a private provider. Each district should ensure that its Code of Conduct accurately reflects local decisions in this area.
Newly Enrolled Students	
The district shall continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.	Chapter 37 allows the district to enroll a student expelled from another district and make one of three placements. If decisions are to be made on

Text	Editorial Notes
[OR] The district shall place a newly enrolled student expelled from another district or an open-enrollment charter school directly into a DAEP until the period of the expulsion is completed. ***[OR]*** The district shall decide on a case-by-case basis the placement of a student who is subject to an expulsion order from another district or an open-enrollment charter school upon enrollment in the district. ***[OR]*** The district shall place a newly enrolled student expelled from another district or an open-enrollment charter school directly into a regular classroom setting.	a case-by-case basis, the criteria for the decisions must not unlawfully discriminate against a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law.
If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if: 1. The out-of-state district provides the district with a copy of the expulsion order; and 2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling. If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that: 1. The student is a threat to the safety of other students or district employees; or 2. Extended placement is in the best interest of the student.	

Text	Editorial Notes
Emergency Expulsion Procedures	
When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Emergency expulsion may be ordered based on a single incident of behavior by the student. Within 10 days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.	A principal or principal's designee can order an immediate expulsion of a student in accordance with Education Code 37.019. Additional language is due to **HB 6.**
DAEP Placement of Expelled Students	
The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than 10 years of age.	
Transition Services	
In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.	Education Code 37.023 requires the DAEP administrator to provide the administrator of the campus where the student is returning with information about the student's progress while in the alternative setting, including an assessment of academic growth and results of any assessments given to the student. No later than five instructional days after the student is released back to the campus, the campus administrator must develop a personalized transition plan for the student by working with campus personnel. State law requires the district to provide to a student's parent or person standing in parental relation to the student the process for requesting a full individual and initial evaluation of the

Text	Editorial Notes
	student for purposes of special education services as part of the student's personalized transition plan. FOCA(EXHIBIT) and FODA(EXHIBIT), found in the *Regulations Resource Manual,* provide sample plans for a student's transition back to the regular educational setting from a DAEP or JJAEP.
Certain Felonies	This section has been relocated from Discretionary Expulsion: Misconduct That May Result in Expulsion for clarity.
Regardless of whether DAEP placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or CBC makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 [see **Glossary**] of the Penal Code. The student must have: • Received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense; • Been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; • Been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense; • Been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or • Received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense. The district may expel the student and order placement under these circumstances regardless of: 1. The date on which the student's conduct occurred;	Education Code 37.0081 addresses JJAEP placement in addition to DAEP and includes additional circumstances in relation to aggravated robbery or a Title 5 felony offense. Because this provision requires a hearing before placement, the district may only want to use it for offenses that are not covered elsewhere in the Code of Conduct. Throughout the *Model,* we have noted when a particular action or decision associated with student discipline is the statutory responsibility of the CBC.

Text	Editorial Notes
2. The location at which the conduct occurred; 3. Whether the conduct occurred while the student was enrolled in the district; or 4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.	
Hearing and Required Findings	
The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom: 1. Threatens the safety of other students or teachers; 2. Will be detrimental to the educational process; or 3. Is not in the best interest of the district's students. Any decision of the board or the board's designee under this section is final and may not be appealed.	
Length of Placement	
The student is subject to the placement until: 1. The student graduates from high school; 2. The charges are dismissed or reduced to a misdemeanor offense; or 3. The student completes the term of the placement or is assigned to another program.	

Text	Editorial Notes
Placement Review	
A student placed in a DAEP or JJAEP under this section is entitled to a review of his or her status, including academic status, by the CBC or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.	
Newly Enrolled Students	
A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.	

Glossary	Editorial Notes
Abuse is improper or excessive use. **Aggravated robbery** is defined in part by Penal Code 29.03(a) as when a person commits robbery and: 1. Causes serious bodily injury to another; 2. Uses or exhibits a deadly weapon; or 3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is: a. 65 years of age or older; or b. A disabled person. **Antisemitism** is defined by Government Code section 448.001 as a certain perception of Jews that may be expressed as hatred toward Jews. The term includes rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities. Examples of antisemitism are included with the International Holocaust Remembrance Alliance's "Working Definition of Antisemitism" adopted on May 26, 2016. **Armor-piercing ammunition** is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor. **Arson** is defined in part by Penal Code 28.02 as a crime that involves: 1. Starting a fire or causing an explosion with intent to destroy or damage: a. Any vegetation, fence, or structure on open-space land; or b. Any building, habitation, or vehicle: (1) Knowing that it is within the limits of an incorporated city or town; (2) Knowing that it is insured against damage or destruction; (3) Knowing that it is subject to a mortgage or other security interest; (4) Knowing that it is located on property belonging to another;	The glossary provides legal definitions and locally established definitions. It is intended to help the user understand terms used in the Code of Conduct. **SB 326** added a definition of antisemitism.

Glossary	Editorial Notes
(5) Knowing that it has located within it property belonging to another; or (6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another. 2. Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance if the fire or explosion damages any building, habitation, or vehicle; or 3. Intentionally starting a fire or causing an explosion and in so doing: a. Recklessly damaging or destroying a building belonging to another; or b. Recklessly causing another person to suffer bodily injury or death. **Assault** is defined in part by Penal Code 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative. **Breach of computer security** includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district and the student knowingly alters, damages, or deletes school district property or information or commits a breach of any other computer, computer network, or computer system. **Bullying** is defined as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that: 1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or damage to the student's property; 2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;	

Glossary	Editorial Notes
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or 4. Infringes on the rights of the victim at school. Bullying includes cyberbullying. (See below.) This state law on bullying prevention applies to: 1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property; 2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and 3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity. **Chemical dispensing device** is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category. **Club** is defined by Penal Code 46.01 as an instrument, specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk.	
Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp. **Criminal street gang** is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.	

Glossary	Editorial Notes
Cyberbullying is defined by Education Code 37.0832 as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool. **Dangerous drug** is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian. **Dating violence** occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code. **Deadly conduct** under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle. **Deferred adjudication** is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision. **Deferred prosecution** may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision. **Delinquent conduct** is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws. **Discretionary** means that something is left to or regulated by a local decision maker.	
E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized	

Glossary	Editorial Notes
or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.	
Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror. **False alarm or report** under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily: 1. Cause action by an official or volunteer agency organized to deal with emergencies; 2. Place a person in fear of imminent serious bodily injury; or 3. Prevent or interrupt the occupation of a building, room, or place of assembly. **Firearm** is defined by federal law (18 U.S.C. 921(a)) as: 1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; 2. The frame or receiver of any such weapon; 3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or 4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade. Such term does not include an antique firearm.	
Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.	

Glossary	Editorial Notes
Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.	
Harassment includes: 1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL); 2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Education Code 37.001(b)(2); or 3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another: a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law; b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property; c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury; d. Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another; e. Making a telephone call and intentionally failing to hang up or disengage the connection; f. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;	

Glossary	Editorial Notes
g. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;	
h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or i. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.	
Hazing is defined by Education Code 37.151 as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including: 1. Any type of physical brutality; 2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances; 3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or 4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated. **Hit list** is defined in Education Code 37.001(b)(3) as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm. **Improvised explosive device** is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.	

Glossary	Editorial Notes
Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act. **Intimate visual material** is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen. **Location-restricted knife** is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches. **Knuckles** means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles. **Look-alike weapon** means an item that resembles a weapon but is not intended to be used to cause serious bodily injury. **Machine gun** as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger. **Mandatory** means that something is obligatory or required because of an authority. **Paraphernalia** are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.	
Personal Communication Device means a telephone, cell phone such as a smartphone or flip phone, tablet, smartwatch, radio device, paging device, or any other electronic device capable of telecommunication or digital communication.	A definition of "personal communication device" has been added pursuant to legal revisions in **HB 1481**.
Possession means to have an item on one's person or in one's personal property, including, but not limited to:	

Glossary	Editorial Notes
1. Clothing, purse, or backpack; 2. A private vehicle used for transportation to or from school or school-related activities, including, but not limited to, an automobile, truck, motorcycle, or bicycle; 3. ~~Telecommunications~~ Personal communication devices or electronic devices; or 4. Any school property used by the student, including, but not limited to, a locker or desk. **Prohibited weapon** under Penal Code 46.05(a) means: 1. The following items, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice: a. An explosive weapon; or **b.** A machine gun.	
c. ~~A short-barrel firearm;~~ 2. Armor-piercing ammunition; 3. A chemical dispensing device; 4. A zip gun; 5. A tire deflation device; or An improvised explosive device.	**SB 1569** removes short barrel firearms from the definition of prohibited weapon.
Public Lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, when the person is reckless about whether another is present who will be offended or alarmed by the act. **Public school fraternity, sorority, secret society, or gang** means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a	

Glossary	Editorial Notes
qualified student. Educational organizations listed in Education Code 37.121(d) are excepted from this definition. **Reasonable belief** is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information and must consider the information furnished in the notice of a student's arrest under Code of Criminal Procedure Article 15.27. **Self-defense** is the use of force against another to the degree a person reasonably believes is immediately necessary to protect himself or herself. **Serious misbehavior** means: 1. Deliberate violent behavior that poses a direct threat to the health or safety of others; 2. Extortion, meaning the gaining of money or other property by force or threat; 3. Conduct that constitutes coercion, as defined by Penal Code Section 1.07; or 4. Conduct that constitutes the offense of: a. Public lewdness under Penal Code 21.07; b. Indecent exposure under Penal Code 21.08; c. Criminal mischief under Penal Code 28.03; d. Hazing under Education Code 37.152; or e. Harassment under Penal Code 42.07(a)(1) of a student or district employee. **Serious or persistent misbehavio**r includes, but is not limited to: • Behavior that is grounds for permissible expulsion or mandatory DAEP placement. • Behavior identified by the district as grounds for discretionary DAEP placement. • Actions or demonstrations that substantially disrupt or materially interfere with school activities.	

Glossary	Editorial Notes
• Refusal to attempt or complete schoolwork as assigned. • Insubordination. • Profanity, vulgar language, or obscene gestures. • Leaving school grounds without permission. • Falsification of records, passes, or other school-related documents. • Refusal to accept discipline assigned by the teacher or principal. **Short-barrel firearm** is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches. **Terroristic threat** is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to: 1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies; 2. Place any person in fear of imminent serious bodily injury; 3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place; 4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service; 5. Place the public or a substantial group of the public in fear of serious bodily injury; or 6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district). **Tire deflation device** is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.	

Glossary	Editorial Notes
Title 5 felonies are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include: • Murder, manslaughter, or homicide under Sections 19.02–.05; • Kidnapping under Section 20.03; • Trafficking of persons under Section 20A.02; • Smuggling or continuous smuggling of persons under Sections 20.05–.06; • Assault under Section 22.01; • Aggravated assault under Section 22.02; • Sexual assault under Section 22.011; • Aggravated sexual assault under Section 22.021; • Unlawful restraint under Section 20.02;	
• Continuous sexual abuse of a young child or disabled individual under Section 21.02;	
• Bestiality under Section 21.09; • Improper relationship between educator and student under Section 21.12; • Voyeurism under Section 21.17; • Indecency with a child under Section 21.11; • Invasive visual recording under Section 21.15; • Disclosure or promotion of intimate visual material under Section 21.16; • Sexual coercion under Section 21.18; • Injury to a child, an elderly person, or a disabled person of any age under Section 22.04; • Abandoning or endangering a child under Section 22.041;	

Glossary	Editorial Notes
• Deadly conduct under Section 22.05; • Terroristic threat under Section 22.07; • Aiding a person to ~~commit~~die by suicide under Section 22.08; and • Tampering with a consumer product under Section 22.09. **Under the influence** means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action. **Use** means voluntarily introducing into one's body, by any means, a prohibited substance. **Zip gun** is defined by Penal Code 46.01 as a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.	

Table of Contents

Student Code of Conduct 1
Accessibility 1
Purpose 1
School District Authority and Jurisdiction 2
Campus Behavior Coordinator 2
Threat Assessment and Safe and Supportive School Team 3
Searches 3
Reporting Crimes 3
Security Personnel 3
“Parent” Defined 4
Participating in Graduation Activities 4
Unauthorized Persons 4
Standards for Student Conduct 5
General Conduct Violations 6
Disregard for Authority 6
Mistreatment of Others 6
Property Offenses 7
Possession of Prohibited Items 7
Possession of Personal Communication Devices 8
Illegal, Prescription, and Over-the-Counter Drugs 9
Misuse of Technology Resources and the Internet 9
Safety Transgressions 10
Miscellaneous Offenses 10
Discipline Management Techniques 12
First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette 12
Students with Disabilities 12
Techniques 12
Prohibited Aversive Techniques 14
Notification 14
Parental Involvement 15
Appeals 15
Removal from the School Bus 16

Removal from the Regular Educational Setting 17
Routine Referral 17
Formal Teacher Removal 17
Returning a Student to the Classroom 18
Appeals of Formal Teacher Removals 18
In-School Suspension 19
Process 19
Out-of-School Suspension 20
Misconduct 20
Process 20
Alternative Assignment 21
Coursework During Suspension 21
Disciplinary Alternative Education Program (DAEP) Placement 22
Discretionary Placement: Misconduct That May Result in DAEP Placement 22
Mandatory Placement: Misconduct That Requires DAEP Placement 23
Sexual Assault and Campus Assignments 24
Process 25
Length of Placement 26
Appeals 27
Restrictions During Placement 28
Placement Review 28
Additional Misconduct 28
Notice of Criminal Proceedings 28
Withdrawal During Process 29
Newly Enrolled Students 29
Emergency Placement Procedure 30
Transition Services 30
Placement and/or Expulsion for Certain Offenses 31
Registered Sex Offenders 31
Expulsion 32
Discretionary Expulsion: Misconduct That May Result in Expulsion 32
Mandatory Expulsion: Misconduct That Requires Expulsion 33
Under Age 10 35
Virtual Expulsion Program 35

Consideration of Virtual Education as Alternative to Expulsion....35
Process....35
Length of Expulsion....37
Withdrawal During Process....37
Additional Misconduct....37
Restrictions During Expulsion....38
Newly Enrolled Students....38
Emergency Expulsion Procedures....38
DAEP Placement of Expelled Students....38
Transition Services....38
Certain Felonies....39
Hearing and Required Findings....39
Length of Placement....39
Placement Review....40
Glossary....41

Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the district at ***alison.camp@abileneisd.org*** ***or 325-677-1444.***

Purpose

The Student Code of Conduct ("Code of Conduct"), as required by Chapter 37 of the Texas Education Code, provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences, including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Code of Conduct has been adopted by the Abilene ISD board of trustees and developed with the advice of the district-level planning and decision-making committee. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This Code of Conduct remains in effect during summer school and at all school-related events and activities outside the school year until the board adopts an updated version for the next school year.

In accordance with state law, the Code of Conduct shall be posted at each school campus or shall be available for review at the campus principal's office. Additionally, the Code of Conduct shall be available at the campus behavior coordinator's office and posted on the district's website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37of the Education Code.

Not later than the first day of the 2025-2026 school year, the Texas Education Agency (TEA) shall prepare and provide to each school district a report identifying each law relating to school discipline that was amended or added by the 89th Legislature, Regular Session, 2025. A school district shall provide to each student and the parent of or person standing in parental relation to the student the prepared report.

Because the Code of Conduct is adopted by the district's board of trustees, it has the force of policy. In the event of a conflict between the Code of Conduct and the Student Handbook, the Code of Conduct shall prevail.

Please note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

School rules and the district's authority to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day;
2. While the student is traveling on district transportation;
3. During lunch periods in which a student is allowed to leave campus;
4. At any school-related activity, regardless of time or location;
5. For any school-related misconduct, regardless of time or location;
6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
7. When a student engages in cyberbullying, as defined by Education Code 37.0832;
8. When criminal mischief is committed on or off school property or at a school-related event;
9. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
11. When the student commits a felony, as provided by Education Code 37.006, 37.007, or 37.0081; and
12. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a single person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal, or any other campus administrator selected by the principal. Additional staff members may assist the CBC in the performance of the CBC's duties, provided that the CBC personally verifies that all aspects of Chapter 37, Subchapter A are appropriately implemented. The CBC is primarily responsible for maintaining student discipline. The CBC shall monitor disciplinary referrals and report the following behavior to the campus's threat assessment and safe and supportive school team:

- Conduct that contains the elements of the offense of terroristic threat under Penal Code 22.07;
- Conduct that contains the elements of the offense of unlawfully carrying weapons under Penal Code 46.02;

- Conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125; and
- Any concerning student behaviors or behavioral trends that may pose a serious risk of violence to the student or others.

The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as CBC. Contact information may be found on each campus' website and at abileneisd.org.

Threat Assessment and Safe and Supportive School Team

The CBC or other appropriate administrator will work closely with the campus threat assessment and safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Reporting Crimes

The principal or CBC and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Security Personnel

The board utilizes school resource officers (SROs), school marshals, to ensure the security and protection of students, staff, and property. In accordance with law, the board has coordinated with the CBC and other district employees to ensure appropriate law enforcement duties are assigned to these persons. Provisions addressing the various types of security personnel can be found in the CKE policy series.

The law enforcement duties of school resource officers are:

- SROs will serve to protect life and property of AISD, its employees, students, and citizens.
- SROs will comply with and enforce state and local laws.

- SROs will be visible and provide an active presence on the campus and deal with law enforcement matters that concern violations of state or local laws.
- SROs will coordinate and assist all law enforcement agency requests to conduct formal police interviews on campuses, as well as arrests needing to be made on campuses.
- SROs will perform any other duties as directed by the Chief of Police or any additional duties as directed by AISD after being approved by the Chief of Police.

"Parent" Defined

Throughout the Code of Conduct and related discipline policies, the term "parent" includes a parent, legal guardian, or other person having lawful control of the child.

Participating in Graduation Activities

The district has the right to limit a student's participation in graduation activities for violating the district's Code of Conduct.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered eligible, a student shall not have engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, SRO, or district police officer shall have the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 calendar days, unless the complaint is resolved before a board hearing.

[See Restrictions During Placement for information regarding a student assigned to DAEP at the time of graduation.]

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner.
- Exercise self-discipline.
- Attend all classes regularly and on time.
- Bring appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Code of Conduct.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on In-School Suspension, Out-of-School Suspension, Disciplinary Alternative Education Program (DAEP) Placement, Placement and/or Expulsion for Certain Offenses, and Expulsion, those offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in Removal from the Regular Educational Setting.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel.
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline or consequence assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. [See Placement and/or Expulsion for Certain Offenses for assault.]
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in any behavior that violates the Student Code of Conduct and is motivated by antisemitism. [See Glossary]
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See Glossary for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in sexual, racial, or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. [See Glossary]
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. [See Glossary]
- Coerce an individual to act through the use or threat of force.
- Commit extortion or blackmail.

- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. [See Placement and/or Expulsion for Certain Offenses for felony criminal mischief.]
- Deface or damage school property, including textbooks, technology and electronic resources, lockers, furniture, and other equipment, with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. [See Placement and/or Expulsion for Certain Offenses for felony robbery, aggravated robbery, and theft.]
- Enter, without authorization, district facilities that are not open for operations.

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- A short barrel firearm;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- Knuckles;

- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products (including nicotine pouches), cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer, unless it is for an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

*See Placement and/or Expulsion for Certain Offenses for weapons and firearms. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Personal Communication Devices

Students shall not:

- Use a personal communication device, including a cell phone, or other electronic device on school property during the school day and shall store the device in accordance with the method of storage established by the district. [See Glossary]
- The district may authorize the use of a personal communication device for the following reasons:
    - To implement an individualized education program (IEP) or for a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C Section 794) or a similar program or plan;
    - With documented need based on a directive from a qualified physician; or
    - To comply with a health or safety requirement imposed by law or as part of the district's safety protocols.

Inappropriate use of a personal communication device during the school day will result in disciplinary action in accordance with this Code of Conduct.

- Offense 1: The phone may be retrieved by the parent/guardian at the campus front office before 4:15 p.m.
- Offense 2: The phone may be retrieved by the parent/guardian at the campus front office before 4:15 p.m., and the student will be assigned one (1) day of in-school suspension.
- Offense 3: The phone may be retrieved by the parent/guardian at the campus front office before 4:15 p.m., and the student will be assigned two (2) days of in-school suspension.

- Offense 4: The phone may be retrieved by the parent/guardian at the campus front office before 4:15 p.m., and the student will be assigned three (3) days of in-school suspension.
- Offense 5: The phone may be retrieved by the parent/guardian at the campus front office before 4:15 p.m., and the student will be assigned four (4) days of in-school suspension.
- Offense 6: The phone may be retrieved by the parent/guardian at the campus front office before 4:15 p.m., the student will be assigned to DAEP (Disciplinary Alternative Education Program).

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. [See Disciplinary Alternative Education Program (DAEP) Placement and Expulsion for mandatory and permissive consequences under state law.]
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. [See Glossary for “paraphernalia.”]
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. [See Glossary for “abuse.”]
- Abuse over-the-counter drugs. [See Glossary for “abuse.”]
- Be under the influence of prescription or over-the-counter drugs that cause impairment to body or mind. [See Glossary for “under the influence.”]
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others,

or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.

- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Utilize artificial intelligence in a way that would constitute academic dishonesty or as a means of engaging in any other prohibited conduct.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.
- Violate safety protocols (opening exterior doors, gates or entrances where entry is prohibited)

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, unauthorized use of artificial intelligence, plagiarism, and unauthorized communication between students during an examination.

General Conduct Violations

- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code of Conduct.

Discipline Management Techniques

Discipline shall be designed to improve conduct and encourage students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette

An appropriate administrator may place a student in a disciplinary alternative education program for the first-time offense of possession or use of a nicotine delivery product or e-cigarette, as defined by Section 161.081, Health and Safety Code.

If a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Code of Conduct. In the event of any conflict, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined in a manner that results in a change to the student's educational placement for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists [see Glossary] until an Admission, Review, and Dismissal (ARD) committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.

Discipline Management Techniques

- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office, another assigned area, or to in-school suspension (ISS).
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- In-school suspension, as specified in In-School Suspension.
- Out-of-school suspension, as specified in Out-of-School Suspension.
- Placement in a DAEP, as specified in Disciplinary Alternative Education Program (DAEP) Placement.
- Expulsion and/or placement in an alternative educational setting, as specified in Placement and/or Expulsion for Certain Offenses.
- Expulsion, as specified in Expulsion.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Discipline Management Techniques

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL)]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The CBC shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The CBC shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of Education Code 37.0012(d).

A good-faith effort shall be made to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the CBC shall send written notification by U.S. Mail. If the CBC is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Parental Involvement

The district has not adopted a policy for parental involvement in school disciplinary placements under Education Code 37.0014.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or CBC, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the central administration office or online at www.abileneisd.org

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district will comply with applicable federal law, including the Title IX formal complaint process. [See policies FFH(LEGAL) and (LOCAL)]

Removal from the School Bus

A bus driver may refer a student to the principal's office or the CBC's office to maintain effective discipline on the bus. The principal or CBC must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

To transport students safely, the vehicle operator must focus on driving and not be distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the CBC may restrict or revoke a student's transportation privileges, in accordance with law.

Removal from the Regular Educational Setting

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the CBC's office as a discipline management technique. The CBC shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for behavior that violates this Code of Conduct to maintain effective discipline in the classroom.

Formal Teacher Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior repeatedly interferes with the teacher's ability to teach the class or with other students' ability to learn.
2. A student demonstrates behavior that is unruly, disruptive, or abusive toward the teacher, another adult, or another student in the classroom.
3. A student engages in conduct that constitutes bullying, as defined by Education Code 37.0832.0.

A teacher, CBC, or other appropriate administrator must notify a parent or person standing in parental relation to the student of the formal removal. A teacher may remove a student from class based on a single incident of behavior.

Within three school days of the formal removal, the CBC or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the CBC or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the CBC or other administrator may place the student in:

- Another appropriate classroom.
- ISS.
- Out-of-school suspension.
- DAEP.

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Removal from the Regular Educational Setting

Returning a Student to the Classroom

A student who has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated sexual assault may not be returned to the teacher's class without the teacher's written consent.

A student who has been formally removed by a teacher for any other conduct may not be returned to the teacher's class without the teacher's written consent unless the placement review committee determines that the teacher's class is the best or only alternative, and not later than the third class day after the day the student was removed from class, a conference in which the teacher was provided an opportunity to participate has been held. The student may not be returned to the teacher's class unless the teacher provides written consent for the student's return or a return to class plan has been prepared for that student.

Appeals of Formal Teacher Removals

A student may appeal the teacher's removal of the student from class to the school's placement review committee or the campus's threat assessment and safe and supportive school team, in accordance with a district policy providing for such an appeal to be made to this team.

In-School Suspension

An in-school suspension is not subject to any time limit.

A school's principal or other appropriate administrator shall review the in-school suspension of a student at least once every 10 school days after the date of the suspension begins to evaluate the educational progress of the student and to determine if continued in-school suspension is appropriate.

During in-school suspension, a student shall receive appropriate behavioral support services and comparable educational services as the student would receive in the classroom. If the student receives special education services, the student must continue to receive special education and related services specified in the student's individualized education program (IEP) and continue to have an opportunity to progress in the general curriculum.

[See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for limitations to the general rule.]

Process

Before being suspended, a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension.

In deciding whether to order in-school suspension, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Out-of-School Suspension

Misconduct

Students may be suspended for behavior listed in the Code of Conduct as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students below grade 3 unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code sections 46.02 or 46.05;
- Conduct that threatens the immediate health and safety of other students in the classroom;
- Documented conduct that results in repeated or significant disruption to the classroom; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

State law allows a student to be assigned to out-of-school suspension for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;

4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Alternative Assignment

A parent or person standing in parental relation to the student may submit a written request to the principal or other appropriate administrator to reassign a student placed in out-of-school suspension. The parent or person standing in parental relation to the student must provide information and documentation that they are unable to provide suitable supervision for the student during school hours during the period of the suspension. It is the sole discretion of the principal or other appropriate administrator to reassign the student placed in out-of-school suspension.

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity before the beginning of the next school year to complete each course the student was enrolled in at the time of removal. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

Disciplinary Alternative Education Program (DAEP) Placement

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten-grade 5 and secondary classification shall be grades 6-12.

Summer programs provided by the district shall serve students assigned to a DAEP in conjunction with other students.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code of Conduct.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any of the following offenses:

- Engaging in bullying that encourages a student to die by suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, or gang including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. [see Glossary]
- Involvement in criminal street gang activity. [see Glossary]

- Criminal mischief, not punishable as a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.
- Engages in conduct that contains the elements of the offense of disruptive activities under Education Code 37.123.
- Engages in conduct that contains the elements of the offense of disruption of classes under Education Code 37.124.
- Possesses or uses an e-cigarette, as defined by Section 161.081,Health and Safety Code, except that if a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days. See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for additional information.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief [see Glossary] that the student engaged in conduct punishable as a felony that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process. Aggravated robbery or felonies listed as offenses in Title 5 [see Glossary] of the Penal Code are punishable as mandatory expulsions.

The CBC **may** place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Commits the following offenses on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
- Engages in conduct punishable as a felony.
- Commits an assault [see Glossary] under Penal Code 22.01(a)(1).
- Except as provided by Education Code 37.007(a)(3), sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance or dangerous drug in an amount not constituting a felony offense. [School-related felony drug offenses are addressed in Expulsion.] [See Glossary for "under the influence," "controlled substance," and "dangerous drug."]

- Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.
- Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol.
- Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
- Sells, gives, or delivers to another person an e-cigarette, as defined by Section 161.081, Health and Safety Code.
- Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. [see Glossary]
- Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code sections 42.07(a)(1), (2), (3), or (7).

- Engages in expellable conduct and is six to nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation under Penal Code 36.06 against any school employee or volunteer on or off school property.
- Engages in conduct that contains the elements of harassment under Penal Code 42.07 against any school employee or volunteer on or off of school property.

The student receives deferred prosecution [see Glossary], or a court or jury finds that the student has engaged in delinquent conduct [see Glossary], or the superintendent or designee has a reasonable belief [see Glossary] under Section 53.03, Family Code, for conduct defined as any of the following offenses under the Penal Code:

1. A felony offense under Title 5;
2. The offense of deadly conduct under Section 22.05;
3. The felony offense of aggravated robbery under Section 29.03;
4. The offense of disorderly conduct involving a firearm under Section 42.01(a)(7) or (8); or
5. The offense of unlawfully carrying weapons under Section 46.02, except for an offense punishable as a Class C misdemeanor under that section.

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

- The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; and
- The victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus.

If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP shall be made by the CBC.

Conference

When a student is removed from class for a DAEP offense, the CBC or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and, in the case of a teacher removal, the teacher.

At the conference, the CBC or appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal;
- An explanation of the basis for the removal; and
- An opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

Placement Order

After the conference, if the student is placed in a DAEP, the CBC shall write a placement order. A copy of the DAEP placement order and information for the parent or

person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for purposes of special education services shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in a DAEP and the length of placement is inconsistent with the guidelines included in this Code of Conduct, the placement order shall give notice of the inconsistency.

DAEP at Capacity

If a DAEP is at capacity at the time the CBC is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

If a DAEP is at capacity at the time the CBC is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete, at no cost to the student, a foundation curriculum course in which the student was enrolled at the time of removal, and which is required for graduation. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The CBC shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined case by case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established

district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who are in a DAEP placement at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the CBC or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others; or
2. The student has engaged in serious or persistent misbehavior [see Glossary] that violates the district's Code of Conduct.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the central administration office or online at www.abileneisd.org.

Appeals shall begin at the Executive Director of Student Services, as the Board's designee, whose decision shall be final in accordance with policy FOC (LEGAL).

All other complaints related to discipline, other than the DAEP placement decision, should be addressed in accordance with policy FNG (LOCAL). A copy of this policy may be obtained from the principal's office or online at www.abileneisd.org. These complaints shall begin at Level 1 with the lowest level administrator who has authority to provide a resolution. (The Board encourages resolution of complaints through informal conferences with the appropriate teacher, principal, or other campus administrator.)

Disciplinary Alternative Education Program (DAEP) Placement

The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions During Placement

The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or cocurricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who is entitled to transportation in accordance with the student's IEP or Section 504 plan.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the CBC or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the CBC may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication [see Glossary], or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

Disciplinary Alternative Education Program (DAEP) Placement

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the district's Code of Conduct in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the CBC may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the CBC or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall decide on a case-by-case basis whether to continue the placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district including a district in another state. The district may place the student in the district's DAEP or a regular classroom setting.

When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district

determines that the student is a threat to the safety of other students or employees, or if the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. [See policy FOCA(LEGAL) for more information.]

Placement and/or Expulsion for Certain Offenses

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the student shall be placed in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the student may be placed in DAEP or JJAEP for one semester or placed in a regular classroom. The student may not be placed in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers;
2. Will be detrimental to the educational process; or
3. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Students

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. [see Disciplinary Alternative Education Program (DAEP) Placement]

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to die by suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Criminal mischief, if punishable as a felony.
- Breach of computer security. [see Glossary]
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of any amount of marijuana, a controlled substance, or a dangerous drug, unless the conduct is punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. [See Glossary for "under the influence."]

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in deadly conduct. [see Glossary]

Within 300 Feet of School

A student may be expelled for possession of a firearm, as defined by federal law, while within 300 feet of school property, as measured from any point on the school's real property boundary line.

Property of Another District

A student may be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in a DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code of Conduct, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Penal Code 1.07; or
4. Conduct that constitutes the offense of:
    a. Public lewdness under Penal Code 21.07;
    b. Indecent exposure under Penal Code 21.08;
    c. Criminal mischief under Penal Code 28.03;
    d. Hazing under Education Code 37.152; or
    e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on or off school property.

Expulsion

Under Federal Law

Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. [see Glossary]

Note: Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
    - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. [see Glossary] Note: A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department; or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
- A location-restricted knife, as defined by state law. [see Glossary]
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. [see Glossary]
- Engages in conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125.
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
    - Aggravated assault, sexual assault, or aggravated sexual assault.
    - Arson. [see Glossary]
    - Murder, capital murder, or criminal attempt to commit murder or capital murder.
    - Indecency with a child.
    - Kidnapping or aggravated kidnapping.
    - Burglary, robbery or aggravated robbery.
    - Manslaughter.
    - Criminally negligent homicide.
    - Continuous sexual abuse of a young child or disabled individual.

- Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of a controlled substance or a dangerous drug.
- Engaging in conduct that contains elements of assault against a school employee or volunteer.

Under Age 10

When a student under the age of 10 engages in behavior that is expellable behavior, the student shall not be expelled but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Virtual Expulsion Program

In some circumstances, a student may be placed in a virtual expulsion program.

- The school must ensure students in the program have the necessary technology and internet and must provide it if needed.
- The virtual program must, as much as possible, meet the same requirements as an in-person disciplinary alternative education program (DAEP).
- The student's placement must be reviewed every 45 school days.
- If an in-person spot becomes available, the school should plan the student's return to in-person learning.
- If continued virtual placement is appropriate, the school must document the decision.

Consideration of Virtual Education as Alternative to Expulsion

Before a school district may expel a student, the district must consider the appropriateness and feasibility of, as an alternative to expulsion, enrolling the student in a full-time hybrid program, full-time virtual program, full-time hybrid campus, or full-time virtual campus. This requirement does not apply to a student expelled under Education Code 37.0081 or 37.007(a), (d), or(e).

Process

If a student is believed to have committed an expellable offense, the CBC or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the CBC or other administrator may place the student in:

- Another appropriate classroom.
- ISS.
- Out-of-school suspension.
- DAEP.

Expulsion

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district;
2. An opportunity to testify and to present evidence and witnesses in the student's defense; and
3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the Executive Director of Student Services or the Director of Behavior Supports authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall consider and base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the Executive Director of Student Services shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

1. The student is a threat to the safety of other students or to district employees; or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Time served in a Juvenile Detention Center is not counted towards the District assigned term of expulsion.

Withdrawal During Process

When a student's conduct requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the CBC or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the CBC or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order; and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees; or
2. Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Emergency expulsion may be ordered based on a single incident of behavior by the student. Within 10 days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than 10 years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

Expulsion

Certain Felonies

Regardless of whether DAEP placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or CBC makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 [see Glossary] of the Penal Code. The student must have:

- Received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred;
2. The location at which the conduct occurred;
3. Whether the conduct occurred while the student was enrolled in the district; or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers;
2. Will be detrimental to the educational process; or
3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school;
2. The charges are dismissed or reduced to a misdemeanor offense; or

3. The student completes the term of the placement or is assigned to another program.

Placement Review

A student placed in a DAEP or JJAEP under this section is entitled to a review of his or her status, including academic status, by the CBC or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
    a. 65 years of age or older; or
    b. A disabled person.

Antisemitism is defined by Government Code section 448.001 as a certain perception of Jews that may be expressed as hatred toward Jews. The term includes rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities. Examples of antisemitism are included with the International Holocaust Remembrance Alliance's "Working Definition of Antisemitism" adopted on May 26, 2016.

Armor-piercing ammunition is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Penal Code 28.02 as a crime that involves:

1. Starting a fire or causing an explosion with intent to destroy or damage:
    a. Any vegetation, fence, or structure on open-space land; or
    b. Any building, habitation, or vehicle:
        (1) Knowing that it is within the limits of an incorporated city or town;
        (2) Knowing that it is insured against damage or destruction;
        (3) Knowing that it is subject to a mortgage or other security interest;
        (4) Knowing that it is located on property belonging to another;
        (5) Knowing that it has located within it property belonging to another; or
        (6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance if the fire or explosion damages any building, habitation, or vehicle; or
3. Intentionally starting a fire or causing an explosion and in so doing:
    a. Recklessly damaging or destroying a building belonging to another; or

b. Recklessly causing another person to suffer bodily injury or death.

Assault is defined in part by Penal Code 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district and the student knowingly alters, damages, or deletes school district property or information or commits a breach of any other computer, computer network, or computer system.

Bullying is defined as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or damage to the student's property;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below.) This state law on bullying prevention applies to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument, specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person

with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by Education Code 37.0832 as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine

or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by federal law (18 U.S.C. 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects

another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Education Code 37.001(b)(2); or

3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
    a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
    b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
    c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
    d. Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
    e. Making a telephone call and intentionally failing to hang up or disengage the connection;
    f. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
    g. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
    h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or
    i. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

Hazing is defined by Education Code 37.151 as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

1. Any type of physical brutality;

2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit list is defined in Education Code 37.001(b)(3) as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Personal Communication Device means a telephone, cell phone such as a smartphone or flip phone, tablet, smartwatch, radio device, paging device, or any other electronic device capable of telecommunication or digital communication.

Glossary

Possession means to have an item on one's person or in one's personal property, including, but not limited to:

1. Clothing, purse, or backpack;
2. A private vehicle used for transportation to or from school or school-related activities, including, but not limited to, an automobile, truck, motorcycle, or bicycle;
3. Personal communication devices or electronic devices; or
4. Any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means:

1. The following items, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
    a. An explosive weapon; or
    b. A machine gun.
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. An improvised explosive device.

Public Lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, when the person is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Education Code 37.121(d) are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information and must consider the information furnished in the notice of a student's arrest under Code of Criminal Procedure Article 15.27.

Self-defense is the use of force against another to the degree a person reasonably believes is immediately necessary to protect himself or herself.

Glossary

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Penal Code Section 1.07; or
4. Conduct that constitutes the offense of:
    a. Public lewdness under Penal Code 21.07;
    b. Indecent exposure under Penal Code 21.08;
    c. Criminal mischief under Penal Code 28.03;
    d. Hazing under Education Code 37.152; or
    e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete schoolwork as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;

3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02–.05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05–.06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;

- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to die by suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the in-fluence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is defined by Penal Code 46.01 as a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

Student Code of Conduct
July 6, 2026

Alison Camp
Executive Director of Student Services

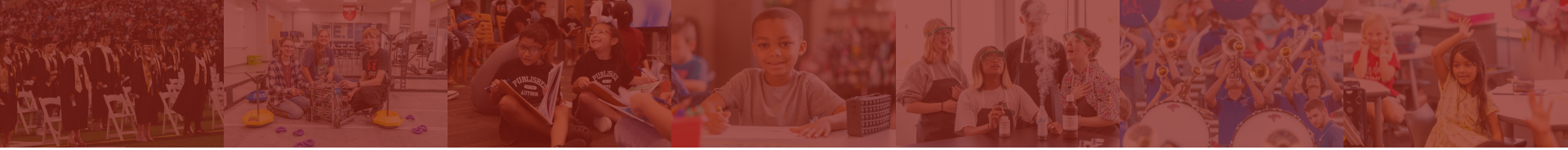


Purpose

- The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct.

- Board policy FO states we need Board approval every year.

ABILENE ISD



Proposed Changes

- Feedback was collected from campus administrators

- During a legislative year, changes are made as a result of administrator feedback and new legislation.

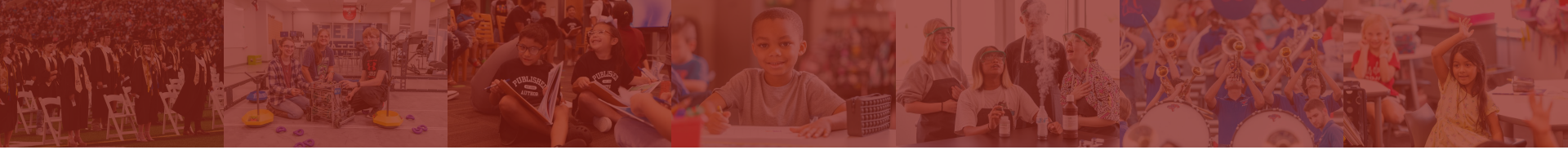
ABILENE ISD



Student Code of Conduct Updates

- Relocated the “Certain Felonies” section from discretionary expulsion to mandatory expulsion

ABILENE ISD



Dress Code Updates

- Removed the sentence, “Middle School students are not permitted to wear slides.”

- Reworded information for clarification about what is allowed when students are wearing leggings and tights.

- Added no costumes or parts of costumes unless approved by principal to the elementary section

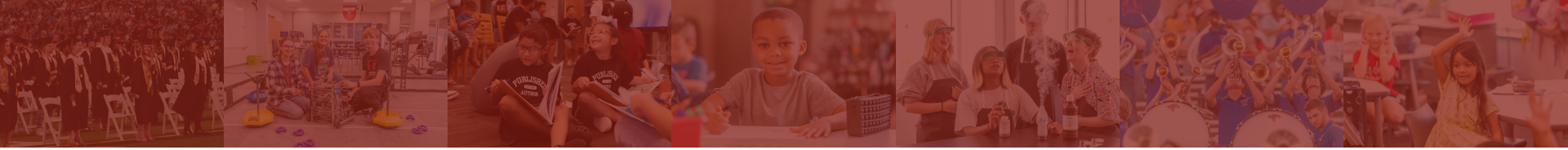
ABILENE ISD



Communication Device Policy Updates

- Reduced the amount of a replacement bag from $35.00 to $20.00

ABILENE ISD



Recommendation

- Consent agenda in August

ABILENE ISD

Abilene Independent School District Board Document - Agenda Item VII.A

Meeting Date: July 6, 2026 Meeting Type: Regular Meeting

Item Type: Consent Agenda Future Action Required: No If Yes, Month: N/A

Subject: Budget Amendments

Background Information**:** Attached are the budget amendments that require Board of Trustee consideration. Budget amendments needing Board approval are required whenever there is a transfer between functional categories, revenues or expenditures increase or decrease the budget, or a donation is received from an outside source. A summary of these budget amendments by functional category is provided for your review.

Attached Supporting Documents:

- Budget Amendments – General Fund Summary
- Budget Amendments – Other Funds Summary
- Proposed Budget Amendments

Fiscal Implications:

Administrative Recommendation: Vote to approve proposed budget amendments as presented.

ABILENEISD
CONNECT • LEAD • SUCCEED

Contact Person: Jennifer Hinds, Chief Financial Officer

ABILENE INDEPENDENT SCHOOL DISTRICT
SUMMARY OF PROPOSED BUDGET AMENDMENTS
GENERAL FUND
July 6, 2026

	Approved budget	Proposed amendments	Proposed amended budget
GENERAL FUND:			
Revenues -			
Local	$ 50,391,507	$ 2,000	$ 50,393,507
State	110,268,520	-	110,268,520
Federal	2,391,000	-	2,391,000
Total	163,051,027	2,000	163,053,027
Expenditures -			
Instruction	85,793,307	(6,157)	85,787,150
Instructional Resources and Media Services	2,099,305	(768)	2,098,537
Curriculum and Instructional Staff Development	1,328,217	11,346	1,339,563
Instructional Leadership	3,192,048	12,400	3,204,448
School Leadership	9,734,392	7,018	9,741,410
Guidance, Counseling and Evaluation Services	8,201,327	(153)	8,201,174
Social Work Services	2,009,810	(20,254)	1,989,556
Health Services	2,119,369	-	2,119,369
Student Transportation	7,231,315	-	7,231,315
Extracurricular Activities	4,147,294	(3,532)	4,143,762
General Administration	7,923,119	8,100	7,931,219
Plant Maintenance and Operations	16,596,162	-	16,596,162
Security and Monitoring Services	2,008,430	-	2,008,430
Data Processing Services	6,077,171	-	6,077,171
Community Services	747,774	-	747,774
Debt Services	2,607,865	-	2,607,865
Facilities Acquisition and Construction	249,320	-	249,320
Payments to JJAEP	275,000	(6,000)	269,000
Intergovernmental Charges	721,320	-	721,320
Total	163,062,545	2,000	163,064,545
Other Resources	-	-	-
Other Uses	-	-	-
Excess Revenues Over/(Under) Expenditures	$ (11,518)	$ -	$ (11,518)

Summary of Change in Budgeted Fund Balance:

2025-26 Original Budgeted Deficit	(3,404,674)
Net Proceeds of Bev Ball Volleyball Tournament (Split between AHS & CHS)	(8,970)
Band Boosters Donation	3,032
Taylor Elem Donation	9,312
Net Proceeds of Halloween Girls Golf Tournament (Split between AHS & CHS)	(1,503)
Net Proceeds of AISD Soccer Invitational Tournament (Split between AHS & CHS)	(10,904)
FY25 Outstanding Purchase Orders rolled to FY26	(1,214,578)
Reverse Budget for FY25 Rolled PO's paid in FY25	224,138
Additional Local & State Funds - VATRE	4,404,147
2026 Softball Ice Breaker Tournament	(3,512)
2025-2026 AISD Cross Country Invitational	(8,006)
	$ (11,518)

ABILENE INDEPENDENT SCHOOL DISTRICT
SUMMARY OF PROPOSED BUDGET AMENDMENTS
STUDENT NUTRITION FUND
July 6, 2026

	Approved budget	Proposed amendments	Proposed amended budget
FOOD SERVICE FUND:			
Revenues -			
Local	$ 4,229,151	$ -	$ 4,229,151
State	399,046	-	399,046
Federal	8,645,800	-	8,645,800
Total	13,273,997	-	13,273,997
Expenditures -			
Food Service	13,107,986	64,210	13,172,196
Plant Maintenance and Operations	121,042		121,042
Debt Service	-		-
Total	13,229,028	64,210	13,293,238
Other Resources	-		-
Other Uses	-	-	-
Excess Revenues Over/(Under) Expenditures	$ 44,969	$ (64,210)	$ (19,241)

DEBT SERVICE FUND
July 6, 2026

	Approved budget	Proposed amendments	Proposed amended budget
DEBT SERVICE FUND:			
Revenues -			
Local	$ 13,642,844	$ -	$ 13,642,844
State	-	-	-
Total	13,642,844	-	13,642,844
Expenditures -			
Debt Service	16,529,212	-	16,529,212
Other Intergovernmental Charges	-	-	-
Total	16,529,212	-	16,529,212
Other Resources	-	-	-
Other Uses	-	-	-
Excess Revenues Over/(Under) Expenditures	$ (2,886,368)	$ -	$ (2,886,368)

ABILENE INDEPENDENT SCHOOL DISTRICT
SUMMARY OF PROPOSED BUDGET AMENDMENTS
INTERNAL SERVICE FUND (WORKERS COMP)
July 6, 2026

	Approved budget	Proposed amendments	Proposed amended budget
INTERNAL SERVICE FUND:			
Revenues -			
Local	$ 640,000	$ -	$ 640,000
Total	640,000	-	640,000
Expenditures -			
General Administration	640,000	-	640,000
Total	640,000	-	640,000
Other Resources	-	-	-
Other Uses	-	-	-
Excess Revenues Over/(Under) Expenditures	$ -	$ -	$ -

PROPOSED BUDGET AMENDMENTS

July 6, 2026

	Account code	Revenues - Increase/ (Decrease)	Expenditures - Increase/ (Decrease)	Excess/ (Deficit)	Account Code Explanation: Fund	Function	Object	Organization
#1	199-36-6399-00-001-99-001		(1,567.00)		General	Extracurricular Activities	Supplies	Abilene High
	199-11-6499-00-001-11-001		(4,665.00)		General	Instruction	Miscellaneous Operating	Abilene High
	199-23-6395-00-001-99-001		6,232.00		General	Campus Leadership	Supplies-Furniture	Abilene High
	(Transfer funds to purchase office furniture for new office)							
#2	199-31-6399-00-103-99-103		(5.00)		General	Guidance & Counseling	Supplies	Bonham
	199-23-6399-00-103-99-103		(104.00)		General	Campus Leadership	Supplies	Bonham
	199-13-6411-00-103-99-103		(408.00)		General	Staff Development	Travel-Employee	Bonham
	199-11-6399-00-103-11-103		517.00		General	Instruction	Supplies	Bonham
	(Transfer funds to purchase supplies)							
#3	199-11-6399-00-116-11-116		(900.00)		General	Instruction	Supplies	Stafford
	199-23-6411-01-116-99-116		900.00		General	Campus Leadership	Travel-Employee	Stafford
	(Transfer funds to cover conference and travel)							
#4	199-00-5744-00-000-99-999	2,000.00			General	N/A	Donation	N/A
	199-11-6399-00-152-11-152		2,000.00		General	Instruction	Supplies	Martinez
	(Book Blast Donation)							
#5	199-11-6399-00-999-23-863		(7,000.00)		General	Instruction	Supplies	Districtwide
	199-13-6239-00-999-23-863		(5,000.00)		General	Staff Development	Education Service Center Services	Districtwide
	199-21-6399-00-863-23-863		10,000.00		General	Instructional Leadership	Supplies	Special Education
	199-21-6411-00-863-23-863		2,000.00		General	Instructional Leadership	Travel-Employee	Special Education
	(Transfer funds to offset deficit to be able to order supplies)							
#6	199-12-6399-00-048-99-048		(320.00)		General	Media	Supplies	Craig
	199-13-6411-00-048-99-048		(1,000.00)		General	Staff Development	Travel-Employee	Craig
	199-31-6399-00-048-99-048		(148.00)		General	Guidance & Counseling	Supplies	Craig
	199-36-6412-00-048-99-048		(1,965.00)		General	Extracurricular Activities	Travel-Student	Craig
	199-23-6411-00-048-99-048		(610.00)		General	Campus Leadership	Travel-Employee	Craig
	199-11-6399-00-048-11-048		4,043.00		General	Instruction	Supplies	Craig
	(Transfer funds to cleanup accounts)							
#7	199-12-6396-00-116-99-116		(448.00)		General	Media	Supplies-Technology	Stafford
	199-11-6399-00-116-11-116		(600.00)		General	Instruction	Supplies	Stafford
	199-11-6399-00-116-11-116		448.00		General	Instruction	Supplies	Stafford
	199-23-6411-01-116-99-116		600.00		General	Campus Leadership	Travel-Employee	Stafford
	(Transfer funds for travel expenses plus purchases)							
#8	199-32-6399-00-872-99-872		(20,254.00)		General	Social Work Services	Supplies	Attendance Officers
	199-95-6223-00-007-99-999		(6,000.00)		General	Juvenile Justice Alt. Education	Tuition - Student	JJAEP
	199-41-6399-00-720-99-720		(400.00)		General	General Administration	Supplies	Student Services
	199-13-6299-99-999-99-720		17,754.00		General	Staff Development	Miscellaneous Contracted Services	Districtwide
	199-41-6399-00-720-99-720		2,500.00		General	General Administration	Supplies	Student Services
	199-41-6399-00-720-99-720		6,000.00		General	General Administration	Supplies	Student Services
	199-21-6399-01-720-99-720		400.00		General	Instructional Leadership	Supplies	Student Services
	(Transfer funds capturing kids hearts summer Training, Registration, replace Student services computers)							
	General Fund Totals	2,000.00	2,000.00	-				

Abilene Independent School District Board Document - Agenda Item VII.B.

Meeting Date: July 6, 2026 Meeting Type: Regular Meeting

Item Type: Consent Agenda Future Action Required: No If Yes, Month: N/A

Subject: Monthly Financials

Background Information**:** Attached are May 2026 financial reports. Included is additional information concerning tax collections, payroll information, employee counts, enrollment & average daily attendance.

Attached Supporting Documents: May 2026 Monthly Financial Packet

Fiscal Implications:

Administrative Recommendation: None

Contact Person: Jennifer Hinds

ABILENEISD
CONNECT • LEAD • SUCCEED

ABILENE ISD









MONTHLY FINANCIALS
MAY 2026

Table of CONTENTS

01 **Memo**
Provides a synopsis of revenues and expenditures for the reporting month.

02 **Budget vs Actual**
Compares actual revenue & expenditures through the reporting month against latest amended budget.

03 **Revenue & Expenditure Comparison**
Compares prior year revenue & expenditures through the reporting month with current year revenue & expenditures.

04 **Governmental Fund Types**
Compares revenue & expenditures through the reporting month for all funds. This includes General, Special Revenue, Debt Service, Workers Comp & Capital Projects.

05 **Employee Counts**
Summary of employee counts through the reporting month by fund and by campus/department.

06 **Employee Counts By Month**
Summary of employee counts compared to previous month

07 **Payroll Counts**
Summary of payroll checks & direct deposits.

08 **Student Enrollment/ADA**
Summary of the student enrollment and average daily attendance for the reporting month.

09 **Projected ADA**
Summary of projected ADA vs Budgeted ADA by grading period.

10 **Tax Collections**
Summary of cumulative tax collections vs total levy & prior year.

11 **Monthly Donation Report**
Summary of monthly donations received for the reporting month.

Memo

To: Dr. Joseph Waldron, Superintendent of Schools

From: Jennifer Hinds, Chief Financial Officer

Date: July 6, 2026

Re: May 2026 Financial Information

Attached are the financial reports for the General Fund for the month ended May 31, 2026, and additional supplemental information for your review.

Revenues

For financial statement purposes, current property tax revenue is recognized evenly throughout the year at one twelfth of the annual budget each month to better align revenue with expenditures. In the supplemental schedules, however, actual collections are presented and compared to the same period in the prior year. Because property taxes are not levied until October 1, any taxes collected in September represent delinquent collections from prior years. As a result, no current year collections are reflected for September on the supplemental schedule. The district will continue to contract with the Taylor County CAD for tax collection services, while Jones County CAD performs appraisals in Jones County as required by law. Both the Taylor County and Jones County CADs continue to do a great job monitoring and collecting taxes. At the end of May, 89.93% of taxes had been collected.

State Foundation School Program revenue and Available School Fund revenue are also recognized evenly each month for financial reporting purposes rather than based on the timing of actual receipts, which fluctuate throughout the year. The state revenue budget is reviewed and adjusted as attendance data is received after each grading period.

Expenditures

Payroll costs are tracking as expected, with 74.20% of the $129.3 million budget expended to date.

Extracurricular Activities (FC 36) expenditures continue to run higher than the annual budget at 116.05% due to increased extra duty pay and travel costs.

Overall, year-to-date expenses are tracking as expected, with 71.95% of the $163 million budget expended to date. This is directly related to the adjustment for the VATRE funds.

If you have any questions, please contact me.

Abilene Independent School District
Revenues and Expenditures - Budget vs. Actual
General Fund
Period Ending May 2026

	Amended Budget	Year To Date	Difference	%
REVENUES				
5700s - Local	$ 50,389,483	$ 36,822,493	$ (13,566,990)	73.08%
5800s - State	110,268,520	73,904,386	(36,364,134)	67.02%
5900s - Federal	2,391,000	1,449,464	(941,536)	60.62%
Total Revenues	$ 163,049,003	$ 112,176,343	$ (50,872,660)	68.80%
EXPENDITURES				
11 - Instruction	$ 86,268,688	$ 64,173,118	$ 22,095,570	74.39%
12 - Instructional Resources and Media Services	2,099,305	1,481,290	618,015	70.56%
13 - Curriculum and Instructional Staff Development	1,328,017	604,311	723,706	45.50%
21 - Instructional Leadership	3,198,048	1,982,569	1,215,479	61.99%
23 - School Leadership	9,734,392	6,314,357	3,420,035	64.87%
31 - Guidance, Counseling and Evaluation Services	8,201,227	5,642,982	2,558,245	68.81%
32 - Social Work Services	2,009,810	1,298,025	711,785	64.58%
33 - Health Services	2,119,369	1,549,328	570,041	73.10%
34 - Student Transportation	7,231,315	5,607,691	1,623,624	77.55%
36 - Extracurricular Activities	3,665,689	4,261,692	(596,003)	116.26%
41 - General Administration	7,923,119	4,504,990	3,418,129	56.86%
51 - Facilities Maintenance and Operations	16,596,162	11,666,490	4,929,672	70.30%
52 - Security and Monitoring Services	2,006,930	1,305,311	701,619	65.04%
53 - Data Processing Services	6,077,171	4,335,857	1,741,314	71.35%
61 - Community Services	747,774	504,727	243,047	67.50%
71 - Debt Service	2,607,865	1,170,635	1,437,230	44.89%
81 - Facilities Acquisition and Construction	249,320	249,320	-	100.00%
95 - Juvenile Justice Program	275,000	107,120	167,880	38.95%
99 - Intergovernmental Charges	721,320	563,380	157,940	78.10%
Total Expenditures	$ 163,060,521	$ 117,323,193	$ 45,737,328	71.95%
EXCESS REVENUES AND OTHER RESOURCES OVER (UNDER) EXPENDITURES AND OTHER USES	$ (11,518)	$ (5,146,849)	$ (5,158,367)	
EXPENDITURES BY OBJECT CODE:				
6100s - Payroll	$ 129,351,007	$ 95,975,604	$ 33,375,403	74.20%
6200s - Purchased and Contracted Services	13,860,165	9,439,635	4,420,530	68.11%
6300s - Supplies and Materials	10,023,151	5,472,336	4,550,815	54.60%
6400s - Miscellaneous Expenditures	4,558,882	4,048,965	509,917	88.81%
6500s - Debt Service	2,607,865	1,170,635	1,437,230	44.89%
6600s - Capital Outlay	2,659,451	1,216,017	1,443,434	45.72%
Total Expenditures	$ 163,060,521	$ 117,323,193	$ 45,737,328	71.95%

Abilene Independent School District
Revenues and Expenditures - Comparison
General Fund
Periods Ended May 2026 and 2025

	Year to Date				Increase/	
	2025	Encumbr.	Actuals	2026	(Decrease)	%
REVENUES						
Local	$ 34,958,672	$ -	$ 36,822,493	$ 36,822,493	$ 1,863,821	5.33%
State	68,721,974	-	$ 73,904,386	73,904,386	5,182,412	7.54%
Federal	2,242,175	-	$ 1,449,464	1,449,464	(792,711)	-35.35%
Total Revenues	$ 105,922,821	$ -	$ 112,176,343	$ 112,176,343	$ 6,253,522	5.90%
EXPENDITURES						
Instruction	$ 65,885,216	$ 369,879	$ 64,173,118	$ 64,542,997	$ (1,342,219)	-2.04%
Instructional Resources and Media Services	1,662,463	16,669	1,481,290	1,497,959	(164,504)	-9.90%
Curriculum and Instructional Staff Development	1,719,541	101,844	604,311	706,155	(1,013,386)	-58.93%
Instructional Leadership	2,146,609	31,789	1,982,569	2,014,358	(132,251)	-6.16%
School Leadership	7,204,400	51,067	6,314,357	6,365,424	(838,976)	-11.65%
Guidance, Counseling and Evaluation Services	5,435,337	5,583	5,642,982	5,648,565	213,228	3.92%
Social Work Services	1,530,094	248	1,298,025	1,298,273	(231,821)	-15.15%
Health Services	1,782,523	86,536	1,549,328	1,635,864	(146,659)	-8.23%
Student Transportation	5,566,285	808,705	5,607,691	6,416,396	850,111	15.27%
Extracurricular Activities	4,672,962	726,140	4,261,692	4,987,832	314,870	6.74%
General Administration	4,379,427	196,327	4,504,990	4,701,317	321,890	7.35%
Facilities Maintenance and Operations	13,143,165	550,011	11,666,490	12,216,501	(926,664)	-7.05%
Security and Monitoring Services	1,223,435	21,771	1,305,311	1,327,082	103,647	8.47%
Data Processing Services	5,097,079	444,076	4,335,857	4,779,933	(317,146)	-6.22%
Community Services	575,535	69,103	504,727	573,830	(1,705)	-0.30%
Debt Services	1,466,855	20,827	1,170,635	1,191,462	(275,393)	-18.77%
Facilities Acquisition and Construction	148,495	-	249,320	249,320	100,825	67.90%
Juvenile Justice Program	275,270	17,180	107,120	124,300	(150,970)	-54.84%
Intergovernmental Charges	544,480	-	563,380	563,380	18,900	3.47%
Total Expenditures	$ 124,459,171	$ 3,517,755	$ 117,323,193	$ 120,840,948	$ (3,618,223)	-2.91%
OTHER						
EXCESS REVENUES AND OTHER RESOURCES OVER (UNDER) EXPENDITURES AND OTHER USES	$ (18,536,350)	$ (3,517,755)	$ (5,146,850)	$ (8,664,605)	$ 9,871,745	
EXPENDITURES BY OBJECT CODE:						
Payroll	$ 100,611,875	$ -	$ 95,975,605	$ 95,975,605	$ (4,636,270)	-4.61%
Purchased and Contracted Services	10,645,396	932,202	9,439,635	10,371,837	(273,559)	-2.57%
Supplies and Materials	5,813,565	956,151	5,472,336	6,428,487	614,922	10.58%
Miscellaneous Expenditures	4,757,000	137,038	4,048,965	4,186,003	(570,997)	-12.00%
Debt Service	1,466,855	20,827	1,170,635	1,191,462	(275,393)	-18.77%
Capital Outlay	1,164,479	1,471,536	1,216,017	2,687,553	1,523,074	130.79%
Total Expenditures	$ 124,459,171	$ 3,517,755	$ 117,323,193	$ 120,840,948	$ (3,618,223)	-2.91%

Abilene Independent School District
Revenues and Expenditures
Governmental Fund Types
Period Ending May 2026

		Revenues/ Other Resources	Expenditures/ Other Uses	Revenues Over/(Under) Expenditures
General Fund:				
190	Shotwell Complex	$ 694,054	538,681	$ 155,373
197	Extracurricular (beyond District)	11,896	317,620	$ (305,724)
199	General Operating	111,470,393	116,466,892	$ (4,996,499)
	Total	$ 112,176,343	$ 117,323,193	$ (5,146,850)
Special Revenue Fund:				
205	Head Start	2,023,273	2,584,892	(561,619)
206	McKinney Vento Grant	60,154	74,076	(13,922)
211	ESEA Title I	5,672,394	6,307,561	(635,167)
224	IDEA-B Formula	2,121,271	2,833,179	(711,908)
225	IDEA-B Preschool	69,154	127,472	(58,318)
226	IDEA-B Discretionary Deaf	36,230	36,230	-
240	Food Service	9,220,868	8,603,308	617,560
244	Carl Perkins-Vocational Education	163,905	178,166	(14,261)
255	ESEA Title II, TPTR	165,935	185,010	(19,075)
263	Title III	39,219	39,398	(179)
288	Early Head Start	1,902,138	2,509,357	(607,219)
289	Title IV, Part A - SSAEP	24,207	97,899	(73,692)
309	Adult Education-Federal	587,164	595,387	(8,223)
312	Temp. Assistance for Needy Families-Federal	21,585	23,038	(1,453)
410	Textbook	304,928	250,438	54,490
412	Childcare Services	69,731	11,920	57,811
429	State Funded Special Revenue Funds	958,300	992,810	(34,510)
431	Adult Education-State	60,766	63,595	(2,829)
435	Deaf Ed - State	-	3,275	(3,275)
461	Campus Activity Fund	284,815	255,084	29,731
480	Partners In Education	-	-	-
481	Holland Medical HS Community Donation	806	-	806
485	Dodge Jones Foundation- CHS Chinle Trip	16,000		
487	Dodge Jones	-	-	-
488	Dian Graves Owen	2,586	-	2,586
489	Abilene Education Foundation	174,088	177,447	(3,359)
492	Kids Learning Together	86,533	29,027	57,506
493	Homeless Supply Program	-	6,870	(6,870)
496	Regional Day School for the Deaf-Local	247,115	259,670	(12,555)
499	Other	1,462	5,148	(3,686)
	Total	$ 24,316,450	$ 26,250,257	$ (1,949,807)
Debt Service Fund:				
599	Debt Service	$ 15,690,774	$ 12,740,409	$ 2,950,365
Workers Comp Fund:				
770	Workers Comp	$ 565,702	$ 741,512	$ (175,810)

Abilene Independent School District
Employee Counts As of May 31, 2026

Org	Campus/Department	April 2026 Employee Counts General Fund	Other Funds	Total
High Schools:				
001	Abilene High School	165.250	17.200	182.450
002	Cooper High School	156.250	20.315	176.565
009	Holland Medical HS-HSU	6.000	-	6.000
010	ATEMS High School	41.000	9.000	50.000
011	The LIFT	2.000	-	2.000
Middle Schools:				
044	Madison Middle School	58.650	11.875	70.525
045	Mann Middle School	66.641	15.000	81.641
047	Clack Middle School	66.550	10.000	76.550
048	Craig Middle School	68.550	11.000	79.550
Elementary Schools:				
102	Austin Elementary	60.750	12.440	73.190
103	Bonham Elementary	50.440	13.530	63.970
104	Bowie Elementary	55.250	12.000	67.250
108	Dyess Elementary	53.250	15.340	68.590
112	Alcorta Elementary	35.950	10.330	46.280
113	Purcell Elementary	51.795	14.670	66.465
116	Stafford Elementary	50.294	13.160	63.454
121	Taylor Elementary	66.750	8.000	74.750
150	Ward Elementary	42.150	11.340	53.490
152	Martinez Elementary	55.230	10.170	65.400
153	Bassetti Elementary	56.250	12.830	69.080
Other Campuses:				
003	Woodson Center for Excellence	36.000	3.000	39.000
004	Adult Education	-	5.000	5.000
006	DAEP	19.000	-	19.000
008	Juvenile Detention Ctr	2.000	-	2.000
107	Crockett Early Head Start	2.000	56.060	58.060
120	Hartford/SAP	-	-	-
131	Planetarium	0.500	-	0.500
156	Long Early Learning Center	70.500	70.940	141.440
Departments:				-
701	Superintendent	3.000	-	3.000
720	Student Services	6.000	-	6.000
726	Deputy Supt/Operations	5.000	-	5.000
727	Finance	4.000	-	4.000
728	Human Resources	10.500	-	10.500
729	Accounting & Payroll Department	10.000	-	10.000
731	Purchasing Department	7.500	-	7.500
733	Textbook/Instructional Materials	0.500	-	0.500
734	Leadership	5.500	-	5.500
735	Innovation and Program Development	1.000	-	1.000
740	AISD Districtwide	1.000	-	1.000
742	One AISD Center	2.000	-	2.000
800	Transportation	91.000	-	91.000
801	Curriculum & Instruction	15.000	0.800	15.800
804	Fine Arts	3.000	-	3.000
806	LRC Services	2.000	-	2.000
808	Technology Center	26.500	-	26.500
810	Employee Benefits	1.000	-	1.000
819	Social Workers	5.000	-	5.000
832	Director of CTE	3.000	-	3.000
852	Academic Supplort/Staff Development	1.000	-	1.000
862	Communications	6.000	-	6.000
863	Special Education	47.950	9.050	57.000
867	Bilingual Coordinator	5.000	-	5.000
872	Attendance Officers	2.000	-	2.000
873	Health Services	1.000	-	1.000
874	Athletics	6.000	-	6.000
876	Shotwell Concessions	-	1.000	1.000
880	Title I Office	-	6.000	6.000
893	AISD TV	1.000	-	1.000
908	Print Shop	1.000	-	1.000
925	PEIMS Department	5.000	-	5.000
938	Food Service	-	21.000	21.000
939	Catering (Food Service)	-	2.000	2.000
951	Maintenance	50.000	-	50.000
952	Warehouse	6.000	-	6.000
953	Custodial	7.000	-	7.000
954	Energy Management	1.000	-	1.000
	Total	**1,681.450**	**403.050**	**2,084.500**

*Employee Counts are based on assignment account FTE Percentage to enable us to determine which fund and campus the employee is assigned to.

Abilene Independent School District
Employee Counts By Month

Month	Fiscal Year 2025-2026 Employee Counts General Fund	Other Funds	Total	Total Change vs Prior Month	Fiscal Year 2024-2025 Employee Counts General Fund	Other Funds	Total	Total Change vs Prior Year
September	1,786.070	470.030	2,256.100	-	1,909.950	549.050	2,459.000	(202.900)
October	1,786.070	470.030	2,256.100	-	1,892.950	558.050	2,451.000	(194.900)
November	1,777.950	466.050	2,244.000	(12.100)	1,899.950	555.050	2,455.000	(211.000)
December	1,777.950	466.050	2,244.000	-	1,897.950	544.050	2,442.000	(198.000)
January	1,771.950	450.750	2,222.700	(21.300)	1,885.450	533.160	2,418.610	(195.910)
February	1,771.950	450.750	2,222.700	-	1,876.450	522.150	2,398.600	(175.900)
March	1,790.450	444.250	2,234.700	12.000	1,864.450	507.150	2,371.600	(136.900)
April	1,790.450	444.250	2,234.700	-	1,735.450	476.150	2,211.600	23.100
May	1,681.450	403.050	2,084.500	(150.200)	1,718.450	491.150	2,216.600	(132.100)
June								-
July				-				-
August				-				-
Fiscal Year 2026				(171.600)				

Fiscal Year 2025-2026 Employee Counts

Month	General Fund	Change vs Prior Month	Other Funds	Change vs Prior Month	Total	Change vs Prior Month
September	1,786.070		470.030		2,256.100	
October	1,786.070	-	470.030	-	2,256.100	-
November	1,777.950	(8.120)	466.050	(3.980)	2,244.000	(12.100)
December	1,777.950	-	466.050	-	2,244.000	-
January	1,771.950	(6.000)	450.750	(15.300)	2,222.700	(21.300)
February	1,771.950	-	450.750	-	2,222.700	-
March	1,790.450	18.500	444.250	(6.500)	2,234.700	12.000
April	1,790.450	-	444.250	-	2,234.700	-
May	1,681.450	(109.000)	403.050	(41.200)	2,084.500	(150.200)
June	-		-		-	
July	-		-		-	
August						
Fiscal Year 2026						(171.600)

Fiscal Year 2025-2026 Employee Counts

Month	FY26 General Fund	FY25 General Fund	Change vs Prior Year	FY26 Other Funds	FY25 Other Funds	Change vs Prior Year	FY26 Total	FY25 Total	Change vs Prior Year
September	1,786.070	1,909.950	(123.880)	470.030	549.050	(79.020)	2,256.100	2,459.000	(202.900)
October	1,786.070	1,892.950	(106.880)	470.030	558.050	(88.020)	2,256.100	2,451.000	(194.900)
November	1,777.950	1,899.950	(122.000)	466.050	555.050	(89.000)	2,244.000	2,455.000	(211.000)
December	1,777.950	1,897.950	(120.000)	466.050	544.050	(78.000)	2,244.000	2,442.000	(198.000)
January	1,771.950	1,885.450	(113.500)	450.750	533.160	(82.410)	2,222.700	2,418.610	(195.910)
February	1,771.950	1,876.450	(104.500)	450.750	522.150	(71.400)	2,222.700	2,398.600	(175.900)
March	1,790.450	1,864.450	(74.000)	444.250	507.150	(62.900)	2,234.700	2,371.600	(136.900)
April	1,790.450	1,735.450	55.000	444.250	476.150	(31.900)	2,234.700	2,211.600	23.100
May	1,681.450	1,718.450	(37.000)	403.050	491.150	(88.100)	2,084.500	2,216.600	(132.100)
June	-	-	-	-	-	-	-	-	-
July	-	-	-	-	-	-	-	-	-
August		-							-
Fiscal Year 2026									

ABILENE INDEPENDENT SCHOOL DISTRICT
STUDENT ENROLLMENT & ATTENDANCE DATA
PERIOD ENDED MAY 31, 2026

.

Student Enrollment Counts:

	2025-26 FY26 Enrollment Amount	2024-25 FY25 Enrollment Amount	Year-Over-Year Change
September	14,456	14,607	(151.00)
October	14,426	14,538	(112.00)
November	14,391	14,539	(148.00)
December	14,301	14,409	(108.00)
January	14,263	14,435	(172.00)
February	14,208	14,446	(238.00)
March	14,166	14,436	(270.00)
April	14,058	14,383	(325.00)
May	13,989	14,304	(315.00)
June	N/A	N/A	N/A
July	N/A	N/A	N/A
August			

Attendance Rate:

	2025-26 Attendance Rate	2024-25 Attendance Rate	Year-Over-Year Change
September	94.60%	93.40%	1.20%
October	93.70%	95.40%	-1.70%
November	90.70%	92.00%	-1.30%
December	88.40%	90.20%	-1.80%
January	89.30%	86.10%	3.20%
February	91.20%	92.20%	-1.00%
March	93.70%	93.50%	0.20%
April	93.40%	94.80%	-1.40%
May	88.30%	90.20%	-1.90%
June	N/A	N/A	N/A
July	N/A	N/A	N/A
August			

Average Daily Attendance:

	2025-26 FY25 ADA Amount	2024-25 FY24 ADA Amount	Year-Over-Year Change
September	13,675	13,643	32.44
October	13,517	13,869	(352.09)
November	13,053	13,376	(323.24)
December	12,642	12,997	(354.83)
January	12,737	12,429	308.32
February	12,958	13,319	(361.52)
March	13,274	13,498	(224.12)
April	13,130	13,635	(504.91)
May	12,352	12,902	(549.92)
June	N/A	N/A	N/A
July	N/A	N/A	N/A
August			

ABILENE INDEPENDENT SCHOOL DISTRICT
PROJECTED AVERAGE DAILY ATTENDANCE
PERIOD ENDED APRIL 30, 2026

PROJECTED AVERAGE DAILY ATTENDANCE:

		2025-2026			Budget VS. Actual	
		Cumulative	Projected End of Year		Cumulative	
		ADA	ADA	WADA	ADA	WADA
Budgeted		12,600	n/a	18,250.139		
Six week period -						
First	ENDS 9/22/2025	13,273.060	13,273.060	19,612.685	673.060	1,362.546
Second	ENDS 10/31/2025	13,203.390	13,203.390	19,542.777	603.390	1,292.638
Third	ENDS 12/19/2025	13,100.960	13,100.960	19,427.089	500.960	1,176.950
Fourth	ENDS 2/17/2026	13,069.560	13,069.560	19,395.582	469.560	1,145.443
Fifth	ENDS 4/06/2026	13,026.460	13,026.460	19,352.334	426.460	1,102.195
Sixth	ENDS 5/27/2026	13,051.970	13,051.970	19,377.932	451.970	1,127.793

This information is presented to project what the ADA/WADA will be at the end of 2024-25. The projected ADA is based on a historical average that compares each six weeks cumulative ADA with the final ADA. WADA is calculated based on the various weights of each instructional setting. The State revenue budget is based on the budgeted ADA/WADA

ABILENE INDEPENDENT SCHOOL DISTRICT
SUPPLEMENTAL INFORMATION
PERIOD ENDED MAY 31, 2026

TAX COLLECTIONS - current:

	2025-26 Cumulative tax collections		2024-25 Cumulative tax collections		Variance Compared to Tax Levy (Cumulative)	
	Amount	Percent	Amount	Percent	Amount	Percent
Tax levy	$ 60,955,105	100.00%	$ 58,876,587	100.00%		
September	-	0.00%	-	0.00%	-	0.00%
October	2,909,647	4.77%	724,030	1.23%	2,159,899.00	3.54%
November	8,842,049	14.51%	8,798,912	14.94%	(264,644.00)	-0.43%
December	24,683,522	40.49%	26,154,973	44.42%	(2,392,735.00)	-3.93%
January	49,132,266	80.60%	47,498,417	80.67%	(40,217.00)	-0.07%
February	53,245,121	87.35%	50,837,131	86.35%	610,388.00	1.00%
March	54,161,117	88.85%	51,846,140	88.06%	484,051.00	0.79%
April	54,470,566	89.36%	52,335,235	88.89%	287,573.00	0.47%
May	54,818,920	89.93%	52,681,184	89.48%	276,292.00	0.45%

This information will be used to track District tax collections. Any significant deviations would potentially warrant an adjustment to the District budget. Taxes are officially levied on October 1. As a result, there are no current collections during the month of September each year. Tax collections become delinquent on January 31.

NUMBER OF PAYROLL CHECKS AND DIRECT DEPOSITS:

	2025-26 Payroll checks/direct deposits	2024-25 Payroll checks/direct deposits	Net Change
September	2,196	2,379	(183)
October	2,196	2,391	(195)
November	2,200	2,400	(201)
December	2,204	2,396	(192)
January	2,195	2,384	(189)
February	2,191	2,375	(184)
March	2,176	2,366	(190)
April	2,169	2,333	(164)
May	2,155	2,321	(167)

This information is presented to determine if there are any significant fluctuations in the number of employees being paid in any given month. It only includes regular employees from all funding sources, but not any substitutes.

ABILENEISD
CONNECT • LEAD • SUCCEED

Abilene ISD
Monthly Donations Report
2026 May

Date	Campus/Department	Donor Name	Donor Address	Value	Description of Donation	Purpose of Donation	Fund
5/1/2026	Craig Middle	Colt Band Boosters	702 S. Judge Ely Blvd	$ 1,340	Monetary	Busses to Epic Waters 04/17	199
5/5/2026	Fine Arts/OAC	Texas Music Festivals Enter. Inc	216 E. Business 83 San Juan 78589	$ 533	Monetary	10% Event Profit	199
5/6/2026	ATEMS	Abilne Education Foundation	PO Box 1999 Abilene 79604	$ 1,500	Monetary	AEF Donation	199
5/7/2026	Mann Steam Academy	Anonymous Donor		$ 200	Monetary	Mann Steam Spirit Club	865
5/1/2026	Cooper High/StuCo	Aaron/Grace Byrd	2129 Sunset Blvd Houston 77005	$ 15,000	Monetary	Chinle Trip	865
5/15/2026	Taylor Elem	Casey's Store/Blackbaud Giving	65 Fairchild St. Charleston SC 29492	$ 1,000	Monetary	Friends & Family Event	461
5/13/2026	Martinez Elem	Martin Denson Post 6873	1049 Veterans Dr. 79605	$ 2,000	Monetary	Book Blast Donation	199
5/28/2026	Mann Steam Academy	Barr Residental Roofing	PO Box 6809 79608	$ 100	Monetary	Mann Steam Spirit Club	865
5/19/2026	Craig Middle	Craig Theatre Booster Club	566 E. Ambler 79602	$ 754	Monetary	Craig Theatre Trip	199
5/22/2026	Mann Steam Academy	West Texas Collision & Customs		$ 100	Monetary	Spirt Program	865
5/22/2026	Mann Steam Academy	Anonymous Donor		$ 2,389	Monetary	Spirt Program	865
5/22/2026	Mann Steam Academy	Empire Built Construction		$ 400	Monetary	Spirt Program	865
5/22/2026	Mann Steam Academy	Brenda Kitchens		$ 100	Monetary	Spirt Program	865
5/22/2026	Mann Steam Academy	Mobile Sleep Solutions LLC	6302 Huntington Pl 79606	$ 100	Monetary	Spirt Program	865
5/22/2026	Mann Steam Academy	Reyes Law Firm	274 Chestnut St 79602	$ 100	Monetary	Spirt Program	865
5/22/2026	Mann Steam Academy	Gary or Kristie Gragg	209 Dove Creek Path 79602	$ 50	Monetary	Spirt Program	865
5/22/2026	Mann Steam Academy	Suzanne or Robert Sims	534 Sayles Blvd 79605	$ 150	Monetary	Spirt Program	865
5/22/2026	Mann Steam Academy	Cutthroat Collective LLC	1226 Santos St 79605	$ 100	Monetary	Spirt Program	865
5/22/2026	Mann Steam Academy	Silverthorne Ins. Brokers LLC	1150 N. 2nd Ste 100 79601	$ 250	Monetary	Spirt Program	865
5/22/2026	Mann Steam Academy	Key City Collision LLC	550 N. Clack 79602	$ 250	Monetary	Spirt Program	865
5/22/2026	Mann Steam Academy	Michael and Angela Garcia	2317 S. Elmwood Dr. 79605	$ 300	Monetary	Spirt Program	865
5/22/2026	Mann Steam Academy	Abilene Teachera FCU	PO Box 5706 79608	$ 300	Monetary	Spirt Program	865
5/22/2026	Mann Steam Academy	Thornton's Roofing Co	1102 Petroleum Sr. Ste A - 79602	$ 1,000	Monetary	Spirt Program	865

Abilene Independent School District Board Document - Agenda Item VII.C

Meeting Date: July 6, 2026 Meeting Type: Regular Meeting

Item Type: Consent Future Action Required: No If Yes, Month: N/A

Subject: June 2026 Minutes

Background Information**:**

Attached Supporting Documents:

- June 4, 2026 – Workshop Meeting Minutes
- June 8, 2026 – Regular Meeting

Fiscal Implications:

Administrative Recommendation:
Approve minutes as presented.

ABILENEISD
CONNECT • LEAD • SUCCEED

Contact Person:
Robin Jones, Administrative Assistant to the Superintendent and Board of Trustees

Minutes of the June 4, 2026,
Workshop Meeting of the Board of Trustees

The Board of Trustees of the Abilene Independent School District met in a Workshop Meeting at 5:00 p.m., June 4, 2026, in the Valley View Room at One AISD Center 241 Pine Street, Abilene, Texas 79601. Mrs. Angie Wiley, President of the Board of Trustees, called the meeting to order at 5:00 p.m., observed that a quorum was present, and stated that notice of the meeting had been duly posted in the time and manner prescribed by law.

Trustees present for all or part of the meeting: Mrs. Angie Wiley, President; Mr. Rodney Goodman, Vice President; Dr. Danny Wheat; and Dr. Taylor Tidmore. Members absent: Mrs. Cindy Earles, Mr. Bill Enriquez, and Mr. Blair Schroeder.

Administrators present for all or part of the meeting: Dr. John Kuhn, Superintendent; Mrs. Lyndsey Williamson, Chief Academic Officer; Mrs. Alison Sims, Chief Talent Officer; Mrs. Jennifer Hinds, Chief Financial Officer; Dr. Jordan Ziemer, Chief Communications Officer; Mr. Jay Ashby, Chief of Strategic Operations; and Mrs. Robin Jones, Executive Assistant to the Superintendent and Board of Trustees

I. Call to Order

II. Oral Communication from the Public

III. Board/Superintendent Announcements/Information

Dr. John Kuhn shared the following:

- TASA Commissioner's Cabinet Meeting today
- Things are going great in Abilene ISD!

On behalf of Congressman Jodey Arrington, Mr. Michael Dean presented Dr. John Kuhn with a flag that was flown at the United States Capitol in appreciation of his work as Superintendent in Abilene ISD.

IV. Board Workshop Items

A. 2026-2027 Martinez Elementary ADSY Calendar

Mr. Jay Ashby and Mrs. Leslye Roberts, Principal of Martinez Elementary, presented the recommended 2026-2027 ADSY Calendar for Martinez Elementary which meets state instructional minute requirements. It also aligns with the design elements connected to the Resource Campus framework. This calendar aligns with the district's 171-day calendar while adding four instructional days throughout the school year to support continuous learning, targeted intervention, and acceleration. It also includes six ADSY days following the end of the traditional school year to provide targeted academic support, enrichment, and acceleration opportunities based on student needs while maintaining alignment with the campus's instructional framework and proposed Resource Campus model.

B. Budget Workshop

Mrs. Jennifer Hinds shared information that focused on the budget timeline, enrollment, average daily attendance, and taxable value updates as well as a look into revenue and expense for Fiscal Year 2027.

C. 2026-2027 AISD Compensation Plan

Mrs. Alison Sims provided an overview of the district's proposed compensation strategies for the 2026-2027 school year which focuses on employee recruitment and retention. The recommendations include raising all teacher salaries to 103% of market, increasing starting pay for hard-to-fill support positions such as aides, bus drivers, and custodians, expanding stipends for high-need assignments, and increasing the district's monthly contribution toward employee health insurance by $50 a month.

V. Adjournment

There being no further business, the meeting adjourned at 6:50 p.m.

APPROVED:

_____
President

ATTEST:

_____
Secretary

Minutes of the June 8, 2026,
Regular Meeting of the Board of Trustees

The Board of Trustees of the Abilene Independent School District met in a Regular Meeting at 5:00 p.m., June 8, 2026, in the Boardroom at One AISD Center 241 Pine Street, Abilene, Texas 79601. Mrs. Angie Wiley, President of the Board of Trustees, called the meeting to order at 4:59 p.m., observed that a quorum was present, and stated that notice of the meeting had been duly posted in the time and manner prescribed by law.

Trustees present for all or part of the meeting: Mrs. Angie Wiley, President; Mr. Rodney Goodman, Vice President; Mrs. Cindy Earles, Secretary; Mr. Bill Enriquez, Assistant Secretary, Dr. Danny Wheat, Mr. Blair Schroeder, and Dr. Taylor Tidmore. Members absent: None.

Administrators present for all or part of the meeting: Dr. John Kuhn, Superintendent; Dr. Joseph Waldron, Superintendent-Designate; Dr. Gustavo Villanueva, Chief of Schools; Mrs. Jennifer Hinds, Chief Financial Officer; Mrs. Alison Sims, Chief Talent Officer; Dr. Jordan Ziemer, Chief Communications Officer; Mr. Jay Ashby, Chief of Strategic Operations; and Mrs. Robin Jones, Assistant to the Superintendent and Board of Trustees.

I. Call to Order

II. Installation of Newly Elected Board Members

Dr. John Kuhn recognized Cindy Earles and Bill Enriquez for their service on the Board. They were also recognized by Texas State Representative Stan Lambert, and Taylor County Judge Phil Crowley.

Dr. John Kuhn introduced and recognized newly elected Board Members, Dr. Danny Wheat, Mrs. Amanda Pittman, and Mrs. Alana Jeter. They were each sworn into office by Representative Stan Lambert.

Mrs. Angie Wiley welcomed the newly elected Board Members and recognized Dr. John Kuhn for his service to Abilene ISD as Superintendent.

Mrs. Angie Wiley welcomed Dr. Joseph Waldron as the new Superintendent of Abilene ISD.

III. Closed Session: A Closed Session may be held under the provisions of Texas Government Code, Chapter 551 including but not limited to Section 551.071, Section 551.072, Section 551.074, Section 551.076, and Section 551.082, and Section 551.0821.

Mrs. Angie Wiley announced that a Closed Session would be held under the provisions of Texas Code, Chapter 551. The Board convened in Closed Session at 5:47 p.m.

A. The Board may deliberate matters of Personnel, i.e. appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee. (Section 551.074)

I. Professional Employment Contracts

II. The Board will consider the Rescission of Resignation of Keri Thornburg.

III. Organization of Board of Trustees

B. The Board may consult with Legal Counsel regarding Pending or Contemplated Litigation and/ or Privileged Legal Advice. (Section 551.071)

C. The Board may discuss matters of Safety and Security. (Section 551.076)

I. The Board will consider approval of a Security Service.

D. The Board may discuss matters pertaining to Students necessarily involving personally identifiable information, e.g. Student Discipline. (Sections 551.082, 551.0821)

E. The Board may discuss the Value, Exchange and/or Disposition of Real Property. (Section 551.072)

IV. Reconvene from Closed Session (Approximately 6:30 p.m.)

The Board reconvened at 7:03 p.m.

A. Invocation

Mrs. Angie Wiley called on Mrs. Alison Camp, Executive Director for Student Services, to give the invocation and lead the pledges.

B. Pledge of Allegiance to the Flags of the United States of America and the State of Texas

C. Board/Superintendent Announcements

Dr. Joe Waldon shared the following:

- Highlighted the extraordinary work done by Student Services, principals and staff for all three high school graduations.
- Our Public Education Information Management System (PEIMS) staff was recognized by Region XIV for their outstanding service this school year.

- Read letter of recognition and gratitude for our JROTC students' outstanding assistance at the Abilene Heritage Square Opening Donor Dinner.

V. Organization of Board of Trustees - Election of Officers

Mrs. Angie Wiley asked if there was a motion regarding the Organization of Board of Trustees. Dr. Danny Wheat made a motion that the Officers for the Abilene ISD Board of Trustees are as follows:

- President – Mr. Blair Schroeder
- Vice President – Dr. Taylor Tidmore
- Secretary – Mr. Rodney Goodman
- Assistant Secretary – Mrs. Angie Wiley

The motion was seconded by Mrs. Amanda Pittman and passed 7-0.

Ayes: Wheat, Tidmore, Goodman, Schroeder, Wiley, Jeter, and Pittman

Nays: None

VI. Recognitions

A. AHS UIL Golf State Competitor

Mr. Jim Garfield, Executive Director for Athletics, and Coach Scott Findley recognized Grant Duwe as the first boy golfer to advance to State.

B. AHS UIL Track State Competitor

Mr. Jim Garfield and Coach Justin Gorman recognized Jaden Jackson for being a UIL Track State Competitor for the second time.

C. Abilene High Softball

Mr. Jim Garfield and Coach Jenna Aguirre recognized the AHS Softball team for their great season and success in the playoffs.

D. Region 14 School Nurse of the Year

Mrs. Angela Valentine, Director of Health Services, recognized Sarah Alexander, Nurse at Alcorta Elementary, as the Region 14 School Nurse of the Year.

VII. Oral Communications from the Public

Mrs. Angie Wiley asked if anyone wishing to address the Board had completed a public comment card. There was none.

VIII. Consent Agenda

Mrs. Angie Wiley asked if there was a motion regarding the Consent Agenda. Mr. Rodney Goodman made a motion to approve the Consent Agenda as presented. The motion was seconded by Mr. Blair Schroeder and passed 7-0.

Ayes: Schroeder, Jeter, Tidmore, Wheat, Goodman, Pittman, and Wiley

Nays: None

A. The Board will consider approval of the Budget Amendments.

B. The Board will consider accepting the April Financials.

C. The Board will consider approval of the Minutes of the May 7, 2026, Workshop and May 11, 2026, Regular Board Meeting.

D. The Board will consider approval of the 2026-2027 Public Information Act Calendar.

E. The Board will consider the 2026-2027 Martinez Elementary ADSY Calendar.

IX. Reports

A. STEM Campus Updates

Mr. Jay Ashby, Mr. Justin Rosenquist, Principal at Purcell STEM Academy, Ms. Janaye Wideman, Principal at Bowie STEM Academy, and Mr. Chad Drake, Principal at Mann STEAM Academy, presented an update on the expanding STEM/STEAM strategy in the district which included campus progress, implementation readiness, student experiences, and next steps for the 2026-2027 school year. The presentation showed how each campus is developing within a shared district vision while honoring the unique identity and implementation stage of each school.

X. Business Items Requiring Board Action

A. The Board will consider the SHAC recommendation of SB9 Curriculum.

Mrs. Angela Valentine, Director of Health Services, presented an annual report of the Abilene ISD School Health Advisory Council (SHAC) along with recommendations of the 2025-2026 SHAC Members. In accordance to the regulations of Senate Bill 9, curriculum was also presented for consideration. Mrs. Angie Wiley made a motion to

approve the Monique Burr Foundation Child Safety Matters curriculum to satisfy Senate Bill 9 requirements as presented. Dr. Taylor Tidmore seconded the motion and it passed 6-0.

Ayes: Goodman, Schroeder, Pittman, Tidmore, Wiley, and Wheat

Nays: None

Abstain: Jeter

XI. The Board may take action relevant to Items Covered During Closed Session.

A. The Board will consider approval of Personnel Recommendations, if any.

I. The Board will consider the Rescission of Resignation of Keri Thornburg.

Mrs. Angie Wiley asked if there was a motion regarding Personnel Recommendations. Mr. Blair Schroeder made a motion to accept the Rescission of Resignation of Keri Thornburg as presented in Closed Session. Mr. Rodney Goodman seconded the motion and it passed 7-0.

Ayes: Wiley, Pittman, Wheat, Jeter, Schroeder, Tidmore, and Goodman

Nays: None

B. Matters pertaining to Litigation, if any

C. Matters pertaining to Real Property, if any

D. Matters pertaining to Safety and Security, if any

I. The Board will consider approval of a Security Service.

E. Matters pertaining to Students, if any

Mrs. Angie Wiley announced that the Board was returning to Closed Session at 8:46 p.m.

The Board reconvened at 9:37 p.m.

XII. Adjournment

There being no further business, the meeting adjourned at 9:38 p.m.

APPROVED:

_____

President

ATTEST:

_____

Secretary

Abilene Independent School District Board Document - Agenda Item VII.D.

Meeting Date: July 6, 2026 Meeting Type: Regular

Item Type: Consent Agenda Future Action Required: No If Yes, Month: N/A

Subject: Quarterly Investment Report as of May 31, 2026

Background Information**:** Per CDA(LEGAL) - Quarterly investment reports must be submitted to the board and the superintendent for review within a reasonable time after the end of the period. This report provides the investment position of the district on the date of the report and demonstrates compliance with the district's investment policy and relevant provision of the Public Investment Act. In this report you will find beginning market value, ending market value, book value, and accrued interest for the period for each pooled fund as well as separately invested asset.

Attached Supporting Documents: Quarterly Investment Report for the Quarter Ended May 31, 2026

Fiscal Implications: None

Administrative Recommendation: None

Contact Person: Jennifer Hinds, Chief Financial Officer

ABILENEISD
CONNECT • LEAD • SUCCEED

ABILENE INDEPENDENT SCHOOL DISTRICT
INVESTMENT PORTFOLIO SUMMARY
FOR THE QUARTER ENDED MAY 31, 2026

FUND	2/28/2026 FAIR VALUE	ADDITIONS	DISTRIBUTIONS	5/31/2026 FAIR VALUE
GENERAL FUND	85,184,039	42,728,882	71,181,378	56,731,543
FOOD SERVICE	2,247,178	20,522	-	2,267,700
DEBT SERVICE	3,726,933	15,648,633	2,999,920	16,375,646
WORKERS COMPENSATION	2,318,491	21,173	-	2,339,664
TOTALS	**93,476,641**	**58,419,210**	**74,181,297**	**77,714,553**

INVESTMENT TYPE	%	5/31/2026 FAIR VALUE
INVESTMENT POOLS	57.07%	44,352,987
BANKS	39.07%	30,361,566
U. S. AGENCIES	3.86%	3,000,000
TOTAL - ALL FUNDS	**100.00%**	**77,714,553**

COMPLIANCE STATEMENT

The investment portfolio presented in these reports conforms in all respects to the investment policies of Abilene Independent School District as approved by the Board of Trustees of Abilene Independent School District.

Jennifer Hinds, Chief Financial Officer — 6/30/26 Date

Jennifer Woods, Comptroller — 6/30/26 Date

ABILENE INDEPENDENT SCHOOL DISTRICT
COMPLIANCE REPORT - FUND DETAILS
FOR THE QUARTER ENDED MAY 31, 2026

SECURITY	CALLED / MATURITY	BOOK VALUE 02/28/26	BOOK VALUE 05/31/26	FAIR VALUE 02/28/26	FAIR VALUE 05/31/26	Change in FMV	Quarterly Additions	Quarterly Distributions
GENERAL FUND								
TEXPOOL	OPEN	65,418,224.37	33,138,674.67	65,418,224.37	33,138,674.67	(32,279,549.70)	3,068,041.70	(35,347,591.40)
SUBTOTAL - INVESTMENT POOLS	58.41%	$ 65,418,224.37	$ 33,138,674.67	$ 65,418,224.37	$ 33,138,674.67	(32,279,549.70)	3,068,041.70	(35,347,591.40)
FIRST FINANCIAL	OPEN	19,765,814.56	20,592,868.71	19,765,814.56	20,592,868.71	827,054.15	36,660,840.41	(35,833,786.26)
SUBTOTAL - BANKS	36.30%	$ 19,765,814.56	$ 20,592,868.71	$ 19,765,814.56	$ 20,592,868.71	827,054.15	36,660,840.41	(35,833,786.26)
FHLB 4.200% 3130BA4F1	03/29/29	-	3,000,000.00	-	3,000,000.00	3,000,000.00	3,000,000.00	-
SUBTOTAL - U. S. AGENCIES	5.29%	$ -	$ 3,000,000.00	$ -	$ 3,000,000.00	3,000,000.00	3,000,000.00	-
TOTAL GENERAL FUND	100.00%	**$ 85,184,038.93**	**$ 56,731,543.38**	**$ 85,184,038.93**	**$ 56,731,543.38**	**$ (28,452,495.55)**	**$ 42,728,882.11**	**$ (71,181,377.66)**
FOOD SERVICE FUND								
FIRST FINANCIAL	OPEN	2,247,178.25	2,267,699.80	2,247,178.25	2,267,699.80	20,521.55	20,521.55	-
SUBTOTAL - BANKS	100.00%	$ 2,247,178.25	$ 2,267,699.80	$ 2,247,178.25	$ 2,267,699.80	20,521.55	20,521.55	-
TOTAL FOOD SERVICE	100.00%	**$ 2,247,178.25**	**$ 2,267,699.80**	**$ 2,247,178.25**	**$ 2,267,699.80**	**20,521.55**	**20,521.55**	**-**
DEBT SERVICE FUND								
TEXPOOL	OPEN	3,099,993.01	11,214,312.14	3,099,993.01	11,214,312.14	8,114,319.13	10,614,238.69	(2,499,919.56)
SUBTOTAL - INVESTMENT POOLS	68.48%	$ 3,099,993.01	$ 11,214,312.14	$ 3,099,993.01	$ 11,214,312.14	8,114,319.13	10,614,238.69	(2,499,919.56)
FIRST FINANCIAL	OPEN	$ 626,939.59	$ 5,161,334.03	$ 626,939.59	$ 5,161,334.03	4,534,394.44	5,034,394.44	(500,000.00)
SUBTOTAL - BANKS	31.52%	$ 626,939.59	$ 5,161,334.03	$ 626,939.59	$ 5,161,334.03	4,534,394.44	5,034,394.44	(500,000.00)
TOTAL DEBT SERVICE	100.00%	**$ 3,726,932.60**	**$ 16,375,646.17**	**$ 3,726,932.60**	**$ 16,375,646.17**	**12,648,713.57**	**15,648,633.13**	**(2,999,919.56)**
WORKERS COMPENSATION FUND								
FIRST FINANCIAL	OPEN	$ 2,318,491.05	$ 2,339,663.84	$ 2,318,491.05	$ 2,339,663.84	21,172.79	21,172.79	-
SUBTOTAL - BANKS	100.00%	$ 2,318,491.05	$ 2,339,663.84	$ 2,318,491.05	$ 2,339,663.84	21,172.79	21,172.79	-
TOTAL WORKERS COMPENSATION	100.00%	**$ 2,318,491.05**	**$ 2,339,663.84**	**$ 2,318,491.05**	**$ 2,339,663.84**	**21,172.79**	**21,172.79**	**-**
TOTAL - ALL FUNDS		**$ 93,476,640.83**	**$ 77,714,553.19**	**$ 93,476,640.83**	**$ 77,714,553.19**	**(15,762,087.64)**		

Average Portfolio Yield by Investment Type

Texpool	3.65%	58,419,209.58	(74,181,297.22)
First Financial	3.67%		

Weighted Average Maturity

General Fund	1.00 **days**
Food Service	1.00 **day**
Debt Service	1.00 **day**
Workers Compensation	1.00 **day**
Grand Total	1.00 **days**

Ratio of FV to Cost **100.00%**
(Any ratio in excess of 99.50% is considered acceptable.)

Abilene Independent School District Board Document - Agenda Item VII.E

Meeting Date: July 6, 2026 Meeting Type: Regular Meeting

Item Type: Consent Agenda Future Action Required: No If Yes, Month: N/A

Subject: Investment Policy CDA (Legal) Annual Review

Background Information**:** Per CDA(LEGAL) – "The board shall review its investment policy and investment strategies not less than annually. The board shall adopt a written instrument by rule, order, ordinance, or resolution stating that it has reviewed the investment policy and investment strategies and that the written instrument so adopted shall record any changes."

Attached Supporting Documents:

- CDA (LEGAL) Policy
- CDA (LOCAL) Policy
- Memo
- Training Certificates of Investment Officers

Fiscal Implications: None

Administrative Recommendation: Approve as recommended

Contact Person: Jennifer Hinds

ABILENE ISD
CONNECT • LEAD • SUCCEED

Memo

To: Dr. Joseph Waldron, Superintendent of Schools

From: Jennifer Hinds, Chief Financial Officer

Date: July 6, 2026

Re: Annual Review of Investment Policy and Strategies

Investment Policy

In accordance with legal policy, there must be an annual review by the Board of Trustees of the District's investment policy and strategies.

"The board shall review its investment policy and investment strategies not less than annually. The board shall adopt a written instrument by rule, order, ordinance, or resolution stating that it has reviewed the investment policy and investment strategies and that the written instrument so adopted shall record any changes made to either the investment policy or investment strategies. Gov't Code 2256.005(e)." (CDA-Legal)

Included are the current legal (CDA-Legal) and local (CDA-Local) policies concerning investments. The investment strategies are also included in the investment policy.
A form is attached that can be used by the Board to document the review process.

Investment Strategies

In accordance with legal policy, there must be an annual review by the Board of Trustees of the District's investment strategies.

"As an integral part of the investment policy, the board shall adopt a separate written investment strategy for each of the funds or group of funds under the board's control. Each investment strategy must describe the investment objectives for the particular fund using the following priorities in order of importance: Understanding of the suitability of the investment to the financial requirements of the district, preservation and safety of principal, liquidity, marketability of the investment if the need arises to liquidate the investment before maturity, diversification of the investment portfolio, and yield. Gov't Code 2256.005(d)" (CDA-Legal)

The following strategies have been approved by the board for the funds listed below:

- Operating Fund
    - *"Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements." (CDA-Local)*

- Custodial Funds
    - *"Investment strategies for custodial funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements." (CDA-Local)*

- Debt Service Funds
    - *"Investment strategies for debt service funds shall have as their primary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded." (CDA-Local)*

- Capital Project Funds
    - *"Investment strategies for capital project funds shall have as their primary objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded." (CDA-Local)*

Review of Brokers

In accordance with legal policy, the Board must review a list of qualified investment brokers.

"The Board or a designated investment committee, shall, at least annually, review, revise, and adopt a list of qualified brokers that are authorized to engage in investment transactions with the District. Gov't Code 2256.025" (CDA - Legal)

The following organizations have been previously authorized and adopted by the Board of Trustees for investing District funds:

- Texpool
- Lone Star Investments (Texas Association of School Boards)
- Texas Term Local Government Investment Pool (Austin)
- FHN Financial, Inc. (Houston)
- Merrill Lynch (Abilene)
- Edward Jones (Abilene)
- Wells Fargo Advisors (Abilene)
- Raymond James (Abilene)

Investment Officer Training

In accordance with legal policy, the investment officer(s) must obtain training related to their responsibilities under the Public Funds Investment Act.

"Investment training must include education in investment controls, security risks, strategy risks, market risks, diversification of investment portfolio, and compliance with the Public Funds Investment Act. Gov't Code 2256.008(c)." (CDA-Legal)

"Within 12 months after taking office or assuming duties, the treasurer, the chief financial officer if the treasurer is not the chief financial officer and the investment officer of a district shall attend at least one training session from an independent source approved by the board or a designated investment committee advising the investment officer. This initial training must contain at least ten hours of instruction relating to their respective responsibilities under the Public Funds Investment Act. Gov't Code 2256.008(a)." (CDA-Legal)

"The treasurer, or the chief financial officer if the treasurer is not the chief financial officer, and the investment officer of a district shall attend an investment training session not less than once in a two year period that begins on the first day of the district's fiscal year and consists of the two consecutive fiscal years after that date, and receive not less than eight hours of instruction relating to investment responsibilities under the Public Funds Investment Act from an independent source approved by the board or by a designated investment committee advising the investment officer. Gov't Code 2256.008(a-1)." (CDA-Legal)

Included are the attendance certificates verifying compliance with the above policy requirement. The Board has previously approved the Texas Association of School Business Officials (TASBO), North Central Texas Council of Governments, and University of North Texas Center for Public Management as an independent source for investment training.

Memo

REVIEW OF INVESTMENT POLICY AND STRATEGIES

In accordance with Abilene ISD policy (CDA - Legal), the Board of Trustees has reviewed the investment policy and investment strategies of the District at its meeting held on July 6, 2026.

This review will be noted in the official minutes of the Board of Trustees meeting.

Signed _____

President, Board of Trustees

Date _____

Signed _____

Secretary, Board of Trustees

Date _____

Table of Contents

Definitions 3
Bond Proceeds 3
Investment Pool 3
Pooled Fund Group 3
Separately Invested Asset 3
Pledged Revenue 3
Joint Account 3
Repurchase Agreement 3
Hedging 4
Corporate Bond 4
Written Policies 4
Annual Review 5
Annual Audit 5
Investment Strategies 5
Investment Officer 6
Investment Training 6
Standard of Care 7
Selection of Broker 9
Bond Proceeds 9
Authorized Investments 9
Investment Management Firm 9
Obligations of Governmental Entities 10
Certificates of Deposit and Share Certificates 12
Repurchase Agreements 13
Securities Lending Program 13
Banker's Acceptances 14
Commercial Paper 15
Mutual Funds 15
Guaranteed Investment Contracts 16
Investment Pools 17
Corporate Bonds 17
Hedging Transactions 18
Prohibited Investments 19
Loss of Required Rating 19

Sellers of Investments 19
Business Organization 20
Donations 20
Electronic Funds Transfer 20

All investments made by a district shall comply with the Public Funds Investment Act (Texas Government Code Chapter 2256, Subchapter A) and all federal, state, and local statutes, rules, or regulations. *Gov't Code 2256.026*

Definitions

Bond Proceeds — "Bond proceeds" means the proceeds from the sale of bonds, notes, and other obligations issued by a district, and reserves and funds maintained by a district for debt service purposes.

Investment Pool — "Investment pool" means an entity created under the Texas Government Code to invest public funds jointly on behalf of the entities that participate in the pool and whose investment objectives in order of priority are preservation and safety of principal, liquidity, and yield.

Pooled Fund Group — "Pooled fund group" means an internally created fund of a district in which one or more institutional accounts of a district are invested.

Separately Invested Asset — "Separately invested asset" means an account or fund of a district that is not invested in a pooled fund group.

Gov't Code 2256.002(1), (6), (9), (12)

Pledged Revenue — "Pledged revenue" means money pledged to the payment of or as security for:

1. Bonds or other indebtedness issued by a district;
2. Obligations under a lease, installment sale, or other agreement of a district; or
3. Certificates of participation in a debt or obligation described by item 1 or 2.

Gov't Code 2256.0208(a)

Joint Account — "Joint account" means an account maintained by a custodian bank and established on behalf of two or more parties to engage in aggregate repurchase agreement transactions.

Repurchase Agreement — "Repurchase agreement" means a simultaneous agreement to buy, hold for a specified time, and sell back at a future date obligations, described by Government Code 2256.009(a)(1) (obligations of governmental entities) or 2256.013 (commercial paper) or if applicable, 2256.0204 (corporate bonds), at a market value at the time the funds are disbursed of not less than the principal amount of the funds disbursed. The term includes a direct security repurchase agreement and a reverse security repurchase agreement.

Gov't Code 2256.011(b)

Hedging — "Hedging" means acting to protect against economic loss due to price fluctuation of a commodity or related investment by entering into an offsetting position or using a financial agreement or producer price agreement in a correlated security, index, or other commodity.

Eligible Entity — "Eligible entity" means a political subdivision that has:

1. A principal amount of at least $250 million in outstanding long-term indebtedness, long-term indebtedness proposed to be issued, or a combination of outstanding long-term indebtedness and long-term indebtedness proposed to be issued; and
2. Outstanding long-term indebtedness that is rated in one of the four highest rating categories for long-term debt instruments by a nationally recognized rating agency for municipal securities, without regard to the effect of any credit agreement or other form of credit enhancement entered into in connection with the obligation.

Eligible Project — "Eligible project" has the meaning assigned by Government Code 1371.001 (issuance of obligations for certain public improvements).

Gov't Code 2256.0207(a)

Corporate Bond — "Corporate bond" means a senior secured debt obligation issued by a domestic business entity and rated not lower than "AA-" or the equivalent by a nationally recognized investment rating firm. The term does not include a debt obligation that, on conversion, would result in the holder becoming a stockholder or shareholder in the entity, or any affiliate or subsidiary of the entity, that issued the debt obligation, or is an unsecured debt obligation. *Gov't Code 2256.0204(a)*

Written Policies — The board shall adopt by rule, order, ordinance, or resolution, as appropriate, a written investment policy regarding the investment of its funds and funds under its control. The investment policies must primarily emphasize safety of principal and liquidity and must address investment diversification, yield, and maturity and the quality and capability of investment management. The policies must include:

1. A list of the types of authorized investments in which the district's funds may be invested;
2. The maximum allowable stated maturity of any individual investment owned by the district;

3. For pooled fund groups, the maximum dollar-weighted average maturity allowed based on the stated maturity date of the portfolio;

4. Methods to monitor the market price of investments acquired with public funds;

5. A requirement for settlement of all transactions, except investment pool funds and mutual funds, on a delivery versus payment basis; and

6. Procedures to monitor rating changes in investments acquired with public funds and the liquidation of such investments consistent with the provisions of Government Code 2256.021 [see Loss of Required Rating, below].

Gov't Code 2256.005(a), (b)

Annual Review

The board shall review its investment policy and investment strategies not less than annually. The board shall adopt a written instrument by rule, order, ordinance, or resolution stating that it has reviewed the investment policy and investment strategies and that the written instrument so adopted shall record any changes made to either the investment policy or investment strategies. *Gov't Code 2256.005(e)*

Annual Audit

A district shall perform a compliance audit of management controls on investments and adherence to the district's established investment policies. The compliance audit shall be performed in conjunction with the annual financial audit. *Gov't Code 2256.005(m)*

Investment Strategies

As an integral part of the investment policy, the board shall adopt a separate written investment strategy for each of the funds or group of funds under the board's control. Each investment strategy must describe the investment objectives for the particular fund using the following priorities in order of importance:

1. Understanding of the suitability of the investment to the financial requirements of the district;

2. Preservation and safety of principal;

3. Liquidity;

4. Marketability of the investment if the need arises to liquidate the investment before maturity;

5. Diversification of the investment portfolio; and

6. Yield.

Gov't Code 2256.005(d)

Investment Officer	A district shall designate by rule, order, ordinance, or resolution, as appropriate, one or more officers or employees as investment officer(s) to be responsible for the investment of its funds consistent with the investment policy adopted by the board. If the board has contracted with another investing entity to invest its funds, the investment officer of the other investing entity is considered to be the investment officer of the contracting board's district. In the administration of the duties of an investment officer, the person designated as investment officer shall exercise the judgment and care, under prevailing circumstances, that a prudent person would exercise in the management of the person's own affairs, but the board retains the ultimate responsibility as fiduciaries of the assets of the district. Unless authorized by law, a person may not deposit, withdraw, transfer, or manage in any other manner the funds of the district. Authority granted to a person to invest the district's funds is effective until rescinded by the district or until termination of the person's employment by a district, or for an investment management firm, until the expiration of the contract with the district. *Gov't Code 2256.005(f)* A district or investment officer may use the district's employees or the services of a contractor of the district to aid the investment officer in the execution of the officer's duties under Government Code Chapter 2256. *Gov't Code 2256.003(c)*
Investment Training	Investment training must include education in investment controls, security risks, strategy risks, market risks, diversification of investment portfolio, and compliance with the Public Funds Investment Act. *Gov't Code 2256.008(c)*
Initial	Within 12 months after taking office or assuming duties, the treasurer, the chief financial officer if the treasurer is not the chief financial officer, and the investment officer of a district shall attend at least one training session from an independent source approved by the board or a designated investment committee advising the investment officer. This initial training must contain at least 10 hours of instruction relating to their respective responsibilities under the Public Funds Investment Act. *Gov't Code 2256.008(a)*
Ongoing	The treasurer, or the chief financial officer if the treasurer is not the chief financial officer, and the investment officer of a district shall attend an investment training session not less than once in a two-year period that begins on the first day of the district's fiscal year and consists of the two consecutive fiscal years after that date, and receive not less than eight hours of instruction relating to investment responsibilities under the Public Funds Investment Act from an independent source approved by the board or by a designated

investment committee advising the investment officer. *Gov't Code 2256.008(a-1)*

Exception

The ongoing training requirement does not apply to the treasurer, chief financial officer, or investment officer of a district if:

1. The district does not invest district funds or only deposits those funds in interest-bearing deposit accounts or certificates of deposit as authorized by Government Code 2256.010; and
2. The treasurer, chief financial officer, or investment officer annually submits to the agency a sworn affidavit identifying the applicable criteria under item 1 that apply to the district.

Gov't Code 2256.008(g)

Standard of Care

Investments shall be made with judgment and care, under prevailing circumstances, that a person of prudence, discretion, and intelligence would exercise in the management of the person's own affairs, not for speculation, but for investment, considering the probable safety of capital and the probable income to be derived. Investment of funds shall be governed by the following objectives, in order of priority:

1. Preservation and safety of principal;
2. Liquidity; and
3. Yield.

In determining whether an investment officer has exercised prudence with respect to an investment decision, the following shall be taken into consideration:

1. The investment of all funds, or funds under the district's control, over which the officer had responsibility rather than the prudence of a single investment; and
2. Whether the investment decision was consistent with the district's written investment policy.

Gov't Code 2256.006

Personal Interest

A district investment officer who has a personal business relationship with a business organization offering to engage in an investment transaction with the district shall file a statement disclosing that personal business interest. An investment officer who is related within the second degree by affinity or consanguinity, as determined by Government Code Chapter 573 (nepotism prohibition), to an individual seeking to sell an investment to the investment officer's district shall file a statement disclosing that relationship. A required statement must be filed with the board and with the Texas

Ethics Commission. For purposes of this policy, an investment officer has a personal business relationship with a business organization if:

1. The investment officer owns 10 percent or more of the voting stock or shares of the business organization or owns $5,000 or more of the fair market value of the business organization;
2. Funds received by the investment officer from the business organization exceed 10 percent of the investment officer's gross income for the previous year; or
3. The investment officer has acquired from the business organization during the previous year investments with a book value of $2,500 or more for the personal account of the investment officer.

Gov't Code 2256.005(i)

Quarterly Reports Not less than quarterly, the investment officer shall prepare and submit to the board a written report of investment transactions for all funds covered by the Public Funds Investment Act for the preceding reporting period. This report shall be presented not less than quarterly to the board and the superintendent within a reasonable time after the end of the period. The report must:

1. Describe in detail the investment position of the district on the date of the report;
2. Be prepared jointly and signed by all district investment officers;
3. Contain a summary statement of each pooled fund group that states the:
    a. Beginning market value for the reporting period;
    b. Ending market value for the period; and
    c. Fully accrued interest for the reporting period;
4. State the book value and market value of each separately invested asset at the end of the reporting period by the type of asset and fund type invested;
5. State the maturity date of each separately invested asset that has a maturity date;
6. State the account or fund or pooled group fund in the district for which each individual investment was acquired; and

7. State the compliance of the investment portfolio of the district as it relates to the investment strategy expressed in the district's investment policy and relevant provisions of the Public Funds Investment Act.

If a district invests in other than money market mutual funds, investment pools or accounts offered by its depository bank in the form of certificates of deposit, or money market accounts or similar accounts, the reports prepared by the investment officers shall be formally reviewed at least annually by an independent auditor, and the result of the review shall be reported to the board by that auditor.

Gov't Code 2256.023

Selection of Broker

The board or the designated investment committee shall, at least annually, review, revise, and adopt a list of qualified brokers that are authorized to engage in investment transactions with a district. *Gov't Code 2256.025*

Bond Proceeds

The investment officer of a district may invest bond proceeds or pledged revenue only to the extent permitted by the Public Funds Investment Act, in accordance with:

1. Statutory provisions governing the debt issuance or the agreement, as applicable; and
2. The district's investment policy regarding the debt issuance or the agreement, as applicable.

Gov't Code 2256.0208(b)

Authorized Investments

A board may purchase, sell, and invest its funds and funds under its control in investments described below, in compliance with its adopted investment policies and according to the standard of care set out in this policy. *Gov't Code 2256.003(a)*

The board may specify in its investment policy that any authorized investment is not suitable. Gov't Code 2256.005(j)

Investment Management Firm

In the exercise of these powers, the board may contract with an investment management firm registered under the Investment Advisers Act of 1940 (15 U.S.C. Section 80b-1 et seq.) or with the State Securities Board to provide for the investment and management of its public funds or other funds under its control. A contract made under this authority may not be for a term longer than two years. A renewal or extension of the contract must be made by the board by order, ordinance, or resolution.

A district that contracts with an investment management firm may authorize the firm to invest the district's public funds or other funds

under the district's control in repurchase agreements as provided by Government Code 2256.011 using a joint account.

An investment management firm responsible for managing a repurchase agreement transaction using a joint account on behalf of a district must ensure that:

1. Accounting and control procedures are implemented to document the district's aggregate daily investment and pro rata share in the joint account;
2. Each party participating in the joint account retains the sole rights of ownership to the party's pro rata share of assets invested in the joint account, including investment earnings on those assets; and
3. Policies and procedures are implemented to prevent a party participating in the joint account from using any part of a balance of the joint account that is credited to another party.

Gov't Code 2256.003(b), .011(f), (g)

Obligations of Governmental Entities

The following are authorized investments:

1. Obligations, including letters of credit, of the United States or its agencies and instrumentalities, including the Federal Home Loan Banks;
2. Direct obligations of this state or its agencies and instrumentalities;
3. Collateralized mortgage obligations directly issued by a federal agency or instrumentality of the United States, the underlying security for which is guaranteed by an agency or instrumentality of the United States;
4. Other obligations, the principal and interest of which are unconditionally guaranteed or insured by, or backed by the full faith and credit of, this state, the United States, or their respective agencies and instrumentalities, including obligations that are fully guaranteed or insured by the Federal Deposit Insurance Corporation (FDIC) or by the explicit full faith and credit of the United States;
5. Obligations of states, agencies, counties, cities, and other political subdivisions of any state rated as to investment quality by a nationally recognized investment rating firm not less than A or its equivalent;
6. Bonds issued, assumed, or guaranteed by the state of Israel;

7. Interest-bearing banking deposits that are guaranteed or insured by the FDIC or its successor, or the National Credit Union Share Insurance Fund or its successor; and

8. Interest-bearing banking deposits other than those described at item 7 above if:

   a. The funds are invested through a broker with a main office or a branch office in this state that the district selects from a list the board or designated investment committee of the district adopts as required at Selection of Broker above or a depository institution with a main office or a branch office in this state and that the district selects;

   b. The broker or depository institution selected as described above arranges for the deposit of the funds in the banking deposits in one or more federally insured depository institutions, regardless of where located, for the district's account;

   c. The full amount of the principal and accrued interest of the banking deposits is insured by the United States or an instrumentality of the United States; and

   d. The district appoints as the district's custodian of the banking deposits issued for the district's account the depository institution selected as described above, an entity described by Government Code 2257.041(d) (custodian with which to deposit securities), or a clearing broker-dealer registered with the Securities and Exchange Commission and operating under Rule 15c3-3 (17 C.F.R. Section 240.15c3-3).

Gov't Code 2256.009(a)

Unauthorized Obligations

The following investments are not authorized:

1. Obligations whose payment represents the coupon payments on the outstanding principal balance of the underlying mortgage-backed security collateral and pays no principal;

2. Obligations whose payment represents the principal stream of cash flow from the underlying mortgage-backed security collateral and bears no interest;

3. Collateralized mortgage obligations that have a stated final maturity date of greater than 10 years; and

4. Collateralized mortgage obligations the interest rate of which is determined by an index that adjusts opposite to the changes in a market index.

Gov't Code 2256.009(b)

Certificates of Deposit and Share Certificates

A certificate of deposit or share certificate is an authorized investment if the certificate is issued by a depository institution that has its main office or a branch office in Texas and is:

1. Guaranteed or insured by the FDIC or its successor or the National Credit Union Share Insurance Fund or its successor;

2. Secured by obligations described at Obligations of Governmental Entities, above, including mortgage backed securities directly issued by a federal agency or instrumentality that have a market value of not less than the principal amount of the certificates, but excluding those mortgage backed securities described at Unauthorized Obligations, above; or

3. Secured in accordance with Government Code Chapter 2257 (Public Funds Collateral Act) or in any other manner and amount provided by law for the deposits of the district.

Gov't Code 2256.010(a)

In addition to the authority to invest funds in certificates of deposit under the previous section, an investment in certificates of deposit made in accordance with the following conditions is an authorized investment:

1. The funds are invested by the district through a broker that has its main office or a branch office in this state and is selected from a list adopted by the district as required at Selection of Broker, above or a depository institution that has its main office or a branch office in this state and that is selected by the district;

2. The broker or depository institution selected by the district arranges for the deposit of the funds in certificates of deposit in one or more federally insured depository institutions, wherever located, for the account of the district;

3. The full amount of the principal and accrued interest of each of the certificates of deposit is insured by the United States or an instrumentality of the United States; and

4. The district appoints the depository institution selected by the district, an entity described by Government Code 2257.041(d) (custodian with which to deposit securities), or a clearing broker-dealer registered with the Securities and Exchange Com-

mission and operating pursuant to Securities and Exchange Commission Rule 15c3-3 (17 C.F.R. Section 240.15c3-3) as custodian for the district with respect to the certificates of deposit issued for the account of the district.

Gov't Code 2256.010(b)

The district's investment policies may provide that bids for certificates of deposit be solicited orally, in writing, electronically, or in any combination of those methods. *Gov't Code 2256.005(c)*

Repurchase Agreements

A fully collateralized repurchase agreement is an authorized investment if it:

1. Has a defined termination date;
2. Is secured by a combination of cash and obligations described by Government Code 2256.009(a)(1) (obligations of governmental entities) or 2256.013 (commercial paper) or if applicable, 2256.0204 (corporate bonds);
3. Requires the securities being purchased by the district or cash held by the district to be pledged to the district either directly or through a joint account approved by the district, held in the district's name either directly or through a joint account approved by the district, and deposited at the time the investment is made with the district or a third party selected and approved by the district; and
4. Is placed through a primary government securities dealer, as defined by the Federal Reserve or a financial institution doing business in Texas.

The term of any reverse security repurchase agreement may not exceed 90 days after the date the reverse security repurchase agreement is delivered. Money received by a district under the terms of a reverse security repurchase agreement shall be used to acquire additional authorized investments, but the term of the authorized investments acquired must mature not later than the expiration date stated in the reverse security repurchase agreement.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution of a repurchase agreement by a district.

Gov't Code 2256.011(a), (c), (d), (e)

Securities Lending Program

A securities lending program is an authorized investment if:

1. The value of securities loaned is not less than 100 percent collateralized, including accrued income;

2. A loan allows for termination at any time;

3. A loan is secured by:

   a. Pledged securities described at Obligations of Governmental Entities, above;

   b. Pledged irrevocable letters of credit issued by a bank that is organized and existing under the laws of the United States or any other state, and continuously rated by at least one nationally recognized investment rating firm at not less than A or its equivalent; or

   c. Cash invested in accordance with Government Code 2256.009 (obligations of governmental entities), 2256.013 (commercial paper), 2256.014 (mutual funds), or 2256.016 (investment pools);

4. The terms of a loan require that the securities being held as collateral be pledged to the district, held in the district's name, and deposited at the time the investment is made with the district or with a third party selected by or approved by the district; and

5. A loan is placed through a primary government securities dealer, as defined by 5 C.F.R. Section 6801.102(f), as that regulation existed on September 1, 2003, or a financial institution doing business in this state.

An agreement to lend securities under a securities lending program must have a term of one year or less.

Gov't Code 2256.0115

Banker's Acceptances

A banker's acceptance is an authorized investment if it:

1. Has a stated maturity of 270 days or fewer from the date of issuance;

2. Will be, in accordance with its terms, liquidated in full at maturity;

3. Is eligible for collateral for borrowing from a Federal Reserve Bank; and

4. Is accepted by a bank organized and existing under the laws of the United States or any state, if the short-term obligations of the bank, or of a bank holding company of which the bank is the largest subsidiary, are rated not less than A-1 or P-1 or

an equivalent rating by at least on nationally recognized credit rating agency.

Gov't Code 2256.012

Commercial Paper

Commercial paper is an authorized investment if it has a stated maturity of 365 days or fewer from the date of issuance; and is rated not less than A-1 or P-1 or an equivalent rating by at least:

1. Two nationally recognized credit rating agencies; or
2. One nationally recognized credit rating agency and is fully secured by an irrevocable letter of credit issued by a bank organized and existing under the laws of the United States law or any state.

Gov't Code 2256.013

Mutual Funds

A no-load money market mutual fund is an authorized investment if the mutual fund:

1. Is registered with and regulated by the Securities and Exchange Commission;
2. Provides the district with a prospectus and other information required by the Securities and Exchange Act of 1934 (15 U.S.C. 78a et seq.) or the Investment Company Act of 1940 (15 U.S.C. 80a-1 et seq.); and
3. Complies with federal Securities and Exchange Commission Rule 2a-7 (17 C.F.R. Section 270.2a-7), promulgated under the Investment Company Act of 1940 (15 U.S.C. Section 80a-1 et seq.).

Gov't Code 2256.014(a)

In addition to the no-load money market mutual fund authorized above, a no-load mutual fund is an authorized investment if it:

1. Is registered with the Securities and Exchange Commission;
2. Has an average weighted maturity of less than two years; and
3. Either has a duration of:
    a. One year or more and is invested exclusively in obligations approved by the Public Funds Investment Act, or
    b. Less than one year and the investment portfolio is limited to investment grade securities, excluding asset-backed securities.

Gov't Code 2256.014(b)

Limitations

A district is not authorized to:

1. Invest in the aggregate more than 15 percent of its monthly average fund balance, excluding bond proceeds and reserves and other funds held for debt service, in mutual funds described in Government Code 2256.014(b);

2. Invest any portion of bond proceeds, reserves and funds held for debt service, in mutual funds described in Government Code 2256.014(b); or

3. Invest its funds or funds under its control, including bond proceeds and reserves and other funds held for debt service, in any one mutual fund described in Government Code 2256.014(a) or (b) in an amount that exceeds 10 percent of the total assets of the mutual fund.

Gov't Code 2256.014(c)

Guaranteed Investment Contracts

A guaranteed investment contract is an authorized investment for bond proceeds if the guaranteed investment contract:

1. Has a defined termination date;

2. Is secured by obligations described at Obligations of Governmental Entities, above, excluding those obligations described at Unauthorized Obligations, in an amount at least equal to the amount of bond proceeds invested under the contract; and

3. Is pledged to the district and deposited with the district or with a third party selected and approved by the district.

Bond proceeds, other than bond proceeds representing reserves and funds maintained for debt service purposes, may not be invested in a guaranteed investment contract with a term longer than five years from the date of issuance of the bonds.

To be eligible as an authorized investment:

1. The board must specifically authorize guaranteed investment contracts as eligible investments in the order, ordinance, or resolution authorizing the issuance of bonds;

2. The district must receive bids from at least three separate providers with no material financial interest in the bonds from which proceeds were received;

3. The district must purchase the highest yielding guaranteed investment contract for which a qualifying bid is received;

4. The price of the guaranteed investment contract must take into account the reasonably expected drawdown schedule for the bond proceeds to be invested; and

5. The provider must certify the administrative costs reasonably expected to be paid to third parties in connection with the guaranteed investment contract.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution of a guaranteed investment contract by a district.

Gov't Code 2256.015

Investment Pools

A district may invest its funds or funds under its control through an eligible investment pool if the board by rule, order, ordinance, or resolution, as appropriate, authorizes the investment in the particular pool. *Gov't Code 2256.016, .019*

To be eligible to receive funds from and invest funds on behalf of a district, an investment pool must furnish to the investment officer or other authorized representative of the district an offering circular or other similar disclosure instrument that contains the information specified in Government Code 2256.016(b). To maintain eligibility, an investment pool must furnish to the investment officer or other authorized representative investment transaction confirmations and a monthly report that contains the information specified in Government Code 2256.016(c). A district by contract may delegate to an investment pool the authority to hold legal title as custodian of investments purchased with its local funds. *Gov't Code 2256.016(b)-(d)*

Corporate Bonds

A district that qualifies as an issuer as defined by Government Code 1371.001 [see CCF], may purchase, sell, and invest its funds and funds under its control in corporate bonds (as defined above) that, at the time of purchase, are rated by a nationally recognized investment rating firm "AA-" or the equivalent and have a stated final maturity that is not later than the third anniversary of the date the corporate bonds were purchased.

A district is not authorized to:

1. Invest in the aggregate more than 15 percent of its monthly average fund balance, excluding bond proceeds, reserves, and other funds held for the payment of debt service, in corporate bonds; or

2. Invest more than 25 percent of the funds invested in corporate bonds in any one domestic business entity, including subsidiaries and affiliates of the entity.

A district subject to these provisions may purchase, sell, and invest its funds and funds under its control in corporate bonds if the board:

1. Amends its investment policy to authorize corporate bonds as an eligible investment;

2. Adopts procedures to provide for monitoring rating changes in corporate bonds acquired with public funds and liquidating the investment in corporate bonds; and

3. Identifies the funds eligible to be invested in corporate bonds.

The district investment officer, acting on behalf of the district, shall sell corporate bonds in which the district has invested its funds not later than the seventh day after the date a nationally recognized investment rating firm:

1. Issues a release that places the corporate bonds or the domestic business entity that issued the corporate bonds on negative credit watch or the equivalent, if the corporate bonds are rated “AA-” or the equivalent at the time the release is issued; or

2. Changes the rating on the corporate bonds to a rating lower than “AA-” or the equivalent.

Gov’t Code 2256.0204

Hedging Transactions

The board of an eligible entity (as defined above) shall establish the entity’s policy regarding hedging transactions. An eligible entity may enter into hedging transactions, including hedging contracts, and related security, credit, and insurance agreements in connection with commodities used by an eligible entity in the entity’s general operations, with the acquisition or construction of a capital project, or with an eligible project. A hedging transaction must comply with the regulations of the federal Commodity Futures Trading Commission and the federal Securities and Exchange Commission.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution by an eligible entity of a hedging contract and any related security, credit, or insurance agreement.

An eligible entity may:

1. Pledge as security for and to the payment of a hedging contract or a security, credit, or insurance agreement any general or special revenues or funds the entity is authorized by law to pledge to the payment of any other obligation.

2. Credit any amount the entity receives under a hedging contract against expenses associated with a commodity purchase.

An eligible entity's cost of or payment under a hedging contract or agreement may be considered an operation and maintenance expense, an acquisition expense, or construction expense of the eligible entity; or a project cost of an eligible project.

Gov't Code 2256.0206

Prohibited Investments

Except as provided by Government Code 2270 (prohibited investments), a district is not required to liquidate investments that were authorized investments at the time of purchase. *Gov't Code 2256.017*

Note: As an "investing entity" under Government Code 2270.0001(7)(A), a district must comply with Chapter 2270, including reporting requirements, regarding prohibited investments in scrutinized companies listed by the comptroller in accordance with Government Code 2270.0201.

Loss of Required Rating

An investment that requires a minimum rating does not qualify as an authorized investment during the period the investment does not have the minimum rating. A district shall take all prudent measures that are consistent with its investment policy to liquidate an investment that does not have the minimum rating. *Gov't Code 2256.021*

Sellers of Investments

A written copy of the investment policy shall be presented to any business organization (as defined below) offering to engage in an investment transaction with a district. The qualified representative of the business organization offering to engage in an investment transaction with a district shall execute a written instrument in a form acceptable to the district and the business organization substantially to the effect that the business organization has:

1. Received and reviewed the district investment policy; and
2. Acknowledged that the business organization has implemented reasonable procedures and controls in an effort to preclude investment transactions conducted between the district and the organization that are not authorized by the district's investment policy, except to the extent that this authorization:
    a. Is dependent on an analysis of the makeup of the district's entire portfolio;

b. Requires an interpretation of subjective investment standards; or

c. Relates to investment transactions of the entity that are not made through accounts or other contractual arrangements over which the business organization has accepted discretionary investment authority.

The investment officer of a district may not acquire or otherwise obtain any authorized investment described in the district's investment policy from a business organization that has not delivered to the district the instrument required above.

Gov't Code 2256.005(k)-(l)

Nothing in this section relieves the district of the responsibility for monitoring investments made by the district to determine that they are in compliance with the investment policy.

Business Organization

For purposes of the provisions at Sellers of Investments above, "business organization" means an investment pool or investment management firm under contract with a district to invest or manage the district's investment portfolio that has accepted authority granted by the district under the contract to exercise investment discretion in regard to the district's funds.

Gov't Code 2256.005(k)

Donations

A gift, devise, or bequest made to a district to provide college scholarships for district graduates may be invested by the board as provided in Property Code 117.004 (Uniform Prudent Investor Act), unless otherwise specifically provided by the terms of the gift, devise, or bequest. *Education Code 45.107*

Investments donated to a district for a particular purpose or under terms of use specified by the donor are not subject to the requirements of the Public Funds Investment Act. *Gov't Code 2256.004(b)*

Electronic Funds Transfer

A district may use electronic means to transfer or invest all funds collected or controlled by the district. *Gov't Code 2256.051*

Investment Authority

The executive director for business and finance or other person designated by the Superintendent shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be settled on a delivery versus payment basis.

Approved Investment Instruments

From those investments authorized by law and described further in CDA(LEGAL) under Authorized Investments, the Board shall permit investment of District funds, including bond proceeds and pledged revenue to the extent allowed by law, in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. A securities lending program as permitted by Government Code 2256.0115.
5. Banker's acceptances as permitted by Government Code 2256.012.
6. Commercial paper as permitted by Government Code 2256.013.
7. No-load mutual funds, except for bond proceeds, and no-load money market mutual funds, as permitted by Government Code 2256.014.
8. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
9. Public funds investment pools as permitted by Government Code 2256.016.

Safety

The primary goal of the investment program is to ensure safety of principal, to maintain liquidity, and to maximize financial returns within current market conditions in accordance with this policy. No individual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

Investment Management

In accordance with Government Code 2256.005(b)(3), the quality and capability of investment management for District funds shall be in accordance with the standard of care, investment training, and other requirements set forth in Government Code Chapter 2256.

Liquidity and Maturity

Assets of the District shall be invested in instruments whose maturities do not exceed three years from the time of purchase, subject to the following exceptions:

1. A shorter maturity is required by law. [See CDA(LEGAL)]
2. A longer maturity may be specifically authorized by the Board for a given investment provided legal limits are not exceeded.

Any internally created pool fund group of the District shall have a maximum dollar weighted maturity of 180 days.

Diversity

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer.

Monitoring the Investment Portfolio

The investment officer shall monitor the investment portfolio and shall keep the Board informed of significant changes in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds. Not less than quarterly, the investment officer shall prepare and submit to the Board a written report of investment transactions as required by law.

Monitoring Rating Changes

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

Funds/Strategies

Investments of the following fund categories shall be consistent with this policy and in accordance with the applicable strategy defined below. All strategies described below for the investment of a particular fund should be based on an understanding of the suitability of an investment to the financial requirements of the District and consider preservation and safety of principal, liquidity, marketability of an investment if the need arises to liquidate before maturity, diversification of the investment portfolio, and yield.

Operating Funds

Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary

objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

Custodial Funds — Investment strategies for custodial funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

Debt Service Funds — Investment strategies for debt service funds shall have as their primary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.

Capital Project Funds — Investment strategies for capital project funds shall have as their primary objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.

Safekeeping and Custody — The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.

Sellers of Investments — Prior to handling investments on behalf of the District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)]

Representatives of brokers/dealers and representatives with distributors of investment pools shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC) and be in good standing with the Financial Industry Regulatory Authority (FINRA). Distributors of investment pools shall also be a registrant in good standing with the Municipal Securities Rulemaking Board (MSRB).

Soliciting Bids — In order to get the best return on its investments, the District may solicit bids.

Interest Rate Risk — To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification.

The District shall monitor interest rate risk using weighted average maturity and specific identification.

Internal Controls — A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to

protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.
2. Avoidance of collusion.
3. Custodial safekeeping.
4. Clear delegation of authority.
5. Written confirmation of telephone transactions.
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.
7. Avoidance of bearer-form securities.

These controls shall be reviewed by the District's independent auditing firm.

Annual Review

The Board shall review this investment policy and investment strategies not less than annually and shall document its review in writing, which shall include whether any changes were made to either the investment policy or investment strategies.

Annual Audit

In conjunction with the annual financial audit, the District shall perform a compliance audit of management controls on investments and adherence to the District's established investment policies.

Exhibit A — Resolution of the Board Regarding Review of the Investment Program

WHEREAS Section 2256.005(e) of the Public Funds Investment Act (Texas Government Code Chapter 2256) requires the Board of Trustees of Abilene Independent School District to (a) review the District's investment policy and investment strategies set forth in CDA(LOCAL) not less than annually and (b) adopt this resolution reflecting the Board's review and recording any changes made to the investment policy or strategies;

WHEREAS the District's investment policy for fiscal year 2025–2026*(current year)* has been presented to the Board for its consideration and approval, as required by the Public Funds Investment Act; and

WHEREAS the District's investment policy for fiscal year 2025– 2026*(current year)* includes no changes from the District's investment policy for fiscal year 2024– 2025*(previous year)*.

WHEREAS Government Code 2256.025 requires the Board or a designated investment committee to, at least annually, review, revise, and adopt a list of qualified brokers that are authorized to engage in investment transactions with the District;

NOW THEREFORE BE IT RESOLVED that the Board of Trustees of Abilene Independent School District has reviewed the District's investment policy, and hereby adopts the policy for fiscal year 2025– 2026*(current year)* in compliance with the Public Funds Investment Act.

BE IT FURTHER RESOLVED that, after review of the District's qualified brokers, the Board of Trustees of Abilene Independent School District adopts the following list of qualified brokers for fiscal year 2025 – 2026*(current year): Buddy Saragusa, FHN Financial (add list of brokers)*.

Adopted this _____*(date)* day of _____*(month)*, _____*(year)*, by the Board of Trustees.

Presiding Officer: _____

Secretary: _____

Exhibit B — Resolution of the Board to Designate Investment Officer(s)

WHEREAS Section 2256.005(f) of the Public Funds Investment Act (Texas Government Code Chapter 2256) requires the Board of Trustees of Abilene Independent School District to designate one or more officers or employees as investment officer of the District; and

WHEREAS the investment officer is responsible for the investment of the District's funds consistent with the District's investment policy;

NOW THEREFORE BE IT RESOLVED that the Board of Trustees of Abilene Independent School District designates the Chief Financial Officer to serve as the investment officer of the District to invest District funds as directed by the Board.

The authority of the investment officer granted by this resolution is effective until rescinded by the District or the termination of the named individual's employment by the District.

Adopted this _____*(date)* day of _____*(month)*, _____*(year)*, by the Board of Trustees.

Presiding Officer: _____

Secretary: _____

Public Funds Investment Act Training

North Central Texas Council of Governments

and

Government Treasurers' Organization of Texas

Co-Sponsored by Region 8 Education Service Center

Certificate of Attendance

Jennifer Hinds

March 23, 2026 ..... 5 hours
March 24, 2026 ..... 5 hours

Zoom

INSTRUCTOR: Patrick Shinkle
SPONSOR NUMBER: 010174

We are registered with the Texas State Board of Public Accountancy as a CPE sponsor. This registration does not constitute an endorsement by the board as to the quality of our CPE Program. In accordance with the standards of the National Registry of CPE Sponsors and the rules for CPE promulgated by the TSBPA, CPE credits have been granted based on a 50-minute hour.

CERTIFICATE OF COMPLETION

PRESENTED TO

Jennifer Woods

FOR SUCCESSFUL COMPLETION OF

Public Fund Investment Act

Date: 4/23/2026 - 4/24/2026
Location: Virtual Live

Delivery Method: Group Internet Based
CPE Credit: 10

UNT | CENTER FOR PUBLIC MANAGEMENT

In accordance with the standards of the National Registry of CPE Sponsors, CPE credits have been based on a 50-minute hour. Texas Sponsor ID #: 007716

Abilene Independent School District Board Document - Agenda Item VII.F.

Meeting Date: July 6, 2026 Meeting Type: Regular Meeting

Item Type: Consent Agenda Future Action Required: No If Yes, Month: N/A

Subject: Abilene ISD Business Procedures Manual

Background Information**:** In alignment with business best practices, the Board of Trustees annually reviews and considers approval of the District's Business Procedures Manual. The proposed revisions include only minor updates to terminology and language to ensure compliance with current grant requirements. These updates address grant certification of time and effort, semi-annual certifications, and job description language to align with applicable grant guidelines. No other substantive changes have been made to the manual.

Attached Supporting Documents:

- Abilene ISD Business Procedures Manual

Fiscal Implications: None

Administrative Recommendation: Approve as recommended.

Contact Person: Jennifer Hinds

ABILENE ISD
CONNECT • LEAD • SUCCEED

BUSINESS PROCEDURES MANUAL

Revised: 07/2026
Board Approved:_____

Table of Contents

Section 1	General Information	3
Section 2	Purchasing Guidelines	6
Section 3	Budget	7
Section 4	Donations/Gifts	10
Section 5	Cash Management	11
Section 6	Student Activity Funds	16
Section 7	Employee & Student Travel	17
Section 8	Accounts Payable	26
Section 9	State and Federal Program Reporting	31
Section 10	Sales Tax	38
Section 11	Payroll	39
Section 12	Capital Assets	43
Section 13	Non-Capital Assets	45
Section 14	Fraud	46

Abilene Independent School District
Business Procedures Manual

Section 1

General Information

Requirements

The Abilene Independent School District Business Procedures Manual for schools and departments is a consolidation of updated guidelines designed to provide a comprehensive presentation of standardized procedures that are mandated by state and federal law, Board policy, administrative directives and/or good business practices.

The district has established fiscal procedures that apply to all financial transactions regardless of the funding source. A separate section in the Business Procedures Manual will include specific procedures related to acquiring, expending, and managing grant funds.

Conformation with these guidelines will allow prompt and accurate conducting of the district's business affairs in a responsive and progressive manner.

Information and procedures specific to activity funds can be referenced in the Student Activity Fund Section.

General Information

The annual operating budget is the foundation on which annual school district activities are dependent.

The budget is reflective of the district's educational plan and should be viewed as an operating subset of a more comprehensive financial plan that directly correlates to the goals and objectives established to achieve the district's mission. Listed below are the Abilene ISD mission statement, vision statement, strategic priorities, belief statements, and HB3 Student Achievement goals.

MISSION:

AISD will equip learners to make a positive impact in their world through relevant, innovative, and challenging learning experiences.

VISION:

Equipped Learners. Brighter Futures!

STRATEGIC PRIORITIES:

- Establish a culture of collaboration between students, teachers, administrators and the AISD community.
- Learners will be actively engaged in classrooms.
- Abilene ISD will develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.
- Tell the AISD story of being a school district of choice that provides unparalleled opportunities for all students, staff, and parents.

BELIEF STATEMENTS:

Connect

- Each child, staff member and parent needs positive personal connections within the district.
- Respect, care and having high expectations for each student is the foundation for learning.

Lead

- Initiative, innovation, and a strong work-ethic are important life skills for students and staff.
- Developing partnerships throughout the Abilene community builds connections for future leaders to give back to the community.

Succeed

- Intellectual, emotional, and physical safety are crucial components to a successful school environment.
- Critical thinking, collaboration and problem solving are essential for deep learning.

AISD HB3 STUDENT ACHIEVEMENT GOALS:

- The percentage of graduates who meet the criteria for CCMR will increase from 48% to 60% by August 2027.
- The percent of 3rd grade students who score meets grade level or above on STAAR Reading will increase from 40% to 53% by August 2027.

- The percent of 3rd grade students who score meets grade level or above on STAAR Math will increase from 31% to 53% by August 2027.

District Policies

The following policies and administrative directives apply to district funds:

BBFA	(Legal, Local) Ethics: Conflict of Interest
BBFB	(Legal) Ethics: Prohibited Practices
BQ	(Legal, Local) Planning and Decision-Making Process
BQA	(Legal, Local) Planning and Decision-Making Process: District-Level
BQB	(Legal, Local) Planning and Decision-Making Process: Campus-Level
CAA	(Local) Fiscal Management Goals and Objectives: Financial Ethics
CCA	(Legal) Local Revenue Sources: Bond Issues
CDA	(Legal, Local) Other Revenues: Investments
CE	(Legal, Local) Annual Operating Budget
CFB	(Legal, Local) Accounting Inventories
CFD	(Legal, Local) Activity Funds Management
CH	(Legal, Local) Purchasing and Acquisition
CHE	(Legal) Purchasing and Acquisition: Vendor Relations
CHF	(Legal) Purchasing and Acquisition: Payment Procedures
CMD	(Legal) Equipment and Supplies Management: Instructional Materials Care and Accounting
CQ	(Legal, Local) Electronic Communication and Data Management
CV	(Local) Facilities Construction
DBD	(Legal, Local) Employment Requirements and Restrictions: Conflict of Interest
DBE	(Legal) Employment Requirements and Restrictions: Nepotism
DEE	(Legal, Local) Compensation and Benefits: Expense Reimbursement
DH	(Legal, Local) Employee Standards of Conduct

DK	(Legal, Local) Assignment and Schedules
DMD	(Local) Professional Development: Professional Meetings and Visitations
EHBD	(Legal, Local) Special Programs: Federal Title I
FJ	(Legal) Gifts and Solicitations
FM	(Legal, Local) Student Activities
FP	(Legal, Local) Student Fees, Fines and Charges
GKB	(Legal, Local) Community Relations: Advertising and Fundraising in the Schools
GKD	(Legal, Local) Community Relations: Non-school Use of School Facilities
GKDA	(Legal, Local) Non-school Use of School Facilities: Distribution of Non-school Literature

Abilene Independent School District
Business Procedures Manual

Section 2

Purchasing Guidelines

Purchasing guidelines will be maintained and updated in the separate Purchasing Handbook Manual.

Section 3

Budget

School districts are labor-intensive organizations. As such, salary and benefits constitute the major portion of the annual operating budget.

The budget is prepared in accordance with generally accepted accounting principles and state guidelines.

State guidelines are administered and monitored by the Texas Education Agency (TEA).

Detailed information can be obtained by referencing the Financial Accountability System Resource Guide (FASRG).

The budget is adopted by the Board of Trustees prior to the beginning of the fiscal year (September 1 – August 31). Listed below is the budget calendar followed by the district:

Budget Calendar

January	Assess ongoing staffing needs for next fiscal year Discuss budget calendar and other budget items with administration
February	Prepare budget gathering documents for next school year Deliver budget workbooks to budget managers
March	Budget gathering documents sent to campuses and departments Discuss budget calendar with board of trustees Discuss attendance projections, revenue forecasts, overall financial condition and other budget needs
April	Budget overview and preliminary budget discussion with board of trustees Campus and departmental non-staffing budget forms to include special needs requests are due to the Finance office Estimate tax rolls from Jones and Taylor County
May	Discuss preliminary revenue estimates and special needs with board of trustees
June	Discuss preliminary expenditure/revenue projections with the board of trustees Modifications continue with state aid, local revenue and expenditure projections

July Approval of budget parameters to be used for budget workbook
Set public meeting date to discuss budget and proposed tax rate

August Deliver budget work to the board of trustees
Complete Truth In Taxation calculation
Complete calculation of rollback tax rate and other information for public notice
Present current school year Final Budget Review to board of trustees
Adopt next school year budget
Adopt next school year tax rate

Budget Preparation for Campuses

Budget documentation is sent to the campuses and budget managers in March/April for the next fiscal year.

Staff participation in the budget process is required.

It is now a requirement of the Texas Education Code that your site based planning committee also participate in the budget process.

Budget Preparation for Departments and Special Revenue Funds

Budget gathering documents are sent to the departments in March/April for the next fiscal year. Special revenue gathering documents are sent in April/May to allow for receipt of Notice of Grant Awards (NOGA).

Detailed instructions will be provided by the finance office regarding the preparation of your budget worksheet.

New program needs should be explained in detail and reference the related accounts.

Salaries and related benefit accounts are calculated by the finance office.

When proposing an increase to the number of positions, submit detailed explanations and/or justifications to the Human Resources department for approval.

Amounts budgeted for professional services should be included on the budget worksheet and properly supported on the form provided in the budget gathering documents.

Budget Amendments

The budget accounts may be amended/changed from time to time by completing a Budget Amendment Form.

Budget amendments that are within the same functional categories are submitted electronically utilizing the district's financial software program.

Budget amendments that require board approval (changing functional categories) is prepared as needed based on the yellow budget amendment form and submitted to the finance office.

Budget amendments must be completed on a **yellow budget amendment form**. These amendments apply only to 6200, 6300 and 6400 series of object accounts.

- **Yellow budget amendment forms** must be used if moving money between function. (i.e, moving from function 11 to function 13). Yellow budget amendments require board approval.

Periodically all budget accounts will be reviewed by the finance office. Amendments may be necessary when over or under estimates have been made relative to revenues or expenditures, or when general budgetary cutbacks become necessary.

- These types of changes must be approved by the Superintendent and will be placed on the next Board of Trustees agenda for approval.

- The Principal/Director will be notified of changes to be made to their budget accounts.

When submitting Budget Amendment forms, please note the following guidelines:

1. Use the current budget amendment form.

2. Review account balances.

3. Prepare amendments using whole numbers (no pennies), except for special revenue funds needing to spend 100% of grant, and include written explanation for change.

4. Obtain necessary signatures prior to submission.

5. The correcting of an actual expenditure (not the budget) that was recorded in the wrong account should be completed by a journal entry in the finance office.

Account Code Structure

The overall account code structure is designed to serve as both an efficient account code facility and a basic management tool. It creates a common language for use in controlling, recording, accumulating and reporting the activities of the school district.

See Account Codes in the Financial Accounting Resource Guide-Module 1: Financial Accounting and Reporting on TEA's website.

Abilene Independent School District
Business Procedures Manual

Section 4

Donations/Gifts

Donations

The Board of Trustees of the district may choose to accept or reject any gift or donation on behalf of the district.

- All donations are tracked monthly by the finance department on the Monthly Donation Report.
- Donations valued more than $1000 must have Superintendent or designee approval.
- Donations valued at $5000 or more must have approval from Superintendent or designee and the board of trustees.

The board of trustees may conduct a closed meeting to deliberate a negotiated contract for a prospective gift or donation to the district if deliberation in an open meeting would have a detrimental effect of the Board's position in negotiations with a third person. (Government Code 551.074)

All donations shall be provided by the donor with no conditions attached.

Abilene Independent School District
Business Procedures Manual

Section 5

Cash Management

The Abilene Independent School District has guidelines and policies in place for all employees who handle cash within the District. All employees who handle cash are charged with the responsibility of overseeing the proper receipting and safeguarding of all District funds. These controls are set in place not only to ensure the safekeeping and proper recording of all District funds, but are intended to protect the employee as well. Every employee who handles cash must read and sign the cash handling guidelines and procedures document. This document must be kept on file at the campus and a copy sent to the accounting department. Cash receipts consist of checks, money orders and cash received from various sources.

Use the following guidelines when collecting money for <u>any reason</u> including, but not limited to, fund-raisers, uniform payments, library fines and fees, fees for physicals, lost books/textbooks, any type of reimbursements/revenue, testing fees or any other campus cash transaction.

- **Count and Verify Amount**
    - Count and verify the cash amount <u>immediately</u> upon receipt in the presence of the "customer".
- **Write a receipt**
    - A triplicate, pre-numbered cash receipt **must** be written or printed for every cash transaction received. Give a copy of the receipt to the customer, keep a copy for the campus records and a third copy should remain in the receipt book. En lieu of receipt books, InTouch Receipting may be used to receipt monies received.
    - Receipt books are available from the District's warehouse. Contact your campus secretary or bookkeeper.
- **Keep it Safe**
- All money **<u>must</u>** be stored in the campus safe or vault at all times.
    - Do not store money at an individual's personal residence.
    - Do not store money in a desk or filing cabinet.

- Do not store money in a vehicle.

- Do not send cash (currency and coin) through district pony mail system.

- **Deposit Money Promptly**

  - Money must be deposited within five (5) working days of receipt. Large sums of money (over $100.00) should be deposited the same day as receipted.

  - Do **not** use un-deposited cash for expenditures.

  - The campus or department designee will complete the appropriate cash receipt form with attached documentation and money received and send to the accounting department.

  - The accounting department will verify the total on the appropriate cash receipt form in the presence of the campus or department designee. The designee and accounting department personnel will initial documentation.

  - The accounting department will complete a deposit slip and attach to the cash receipt form and enter the appropriate account number to which the funds will be posted into the district's financial software program.

  - The deposit slip will be created by the accounting department for the cash received and taken to the bank for deposit.

  - The time and date stamped deposit slip will be attached to the appropriate cash receipt form.

- **Do Not Commingle Funds**

  - Never commingle District money with money for another organization or with personal funds. A separate cash box should be kept.

  - Do not cash personal checks out of District cash funds.

  - Do not cash payroll checks out of District cash funds.

- **Report Theft or loss of Funds Immediately**

  - Report theft or loss of funds **immediately** to the campus principal/program director. If the principal is not available, contact the Assistant Superintendent for Operations or other District administrator.

- Occurrences of theft or loss of District funds will be reviewed by Administration to determine if further action is necessary.

Lost Textbooks

- Payments for lost textbooks should be receipted at the campus in the presence of the customer. One copy of the receipt should be given to the customer, one copy sent to the Accounting Office with the monies and one copy remains attached in the receipt book.

- All cash receipts must be brought to the Accounting Office within five business (5) days of receipt. **Do not replace currency with personal checks.** Complete the information on the Deposit Envelope and bring to the Accounting Office. Do not send currency or coins through the District pony mail system. Do not hold receipts until the end of the year.

- The budget code for lost or damaged textbooks is listed below:

  - **199-00-2310-00-XXX-0000-00-000**

    - **(XXX = campus code)**

- Reports will be issued periodically to the campus principal and to the textbook coordinator that will reflect the amount of cash receipts collected by each campus for lost textbooks. It is the responsibility of the campus principal or designee to ensure that all deposits are posted correctly. These funds will be used to purchase replacement textbooks as needed.

- If a student pays for a textbook and later finds and returns the textbook, the student will be issued a refund. Complete the ***Student Refund*** form and send it to the Accounting Department. The Accounting Department will process the refund on the next scheduled Accounts Payable check run.

Returned Checks

- Returned checks are checks previously deposited which are returned unpaid by the bank because of insufficient funds, account closed, stop payment, etc.

- The bank will send returned checks to the campus that deposited the check or to the accounting department who will notify the owner of the account.

- No other checks should be accepted from the individual until the check is redeemed.

- Immediate action is instrumental in collecting on a returned check.

- The campus or the accounting department will contact the individual for payment on the returned check. It must be paid off with cash, cashier's check or a money order.
- When payment is received, prepare a cash receipt (include the number of the original check) for the payment and return the original check to the check maker. Indicate on the cash receipt in the "for" section that it is payment for a returned check.

- If initial collection efforts fail (verbal or written), the next step is to send a letter by certified mail, return receipt requested.

- If collections are not received on the returned check, send copies of all correspondence such as notes, letters, certified mail receipt, etc. along with the original returned check and a completed form that is required by the District Attorney's office to the accounts payable supervisor. Keep a copy of all correspondence for your files.

- All documentation will be filed the District Attorney's check fraud division. Once the returned check has been filed with the District Attorney's office, payments for the returned check cannot be received by the district.

Cash Requests for Reimbursement of Expenses from Federal and State Grants

Funds will be requested for expenditures that have been recorded. Abilene ISD will not request advance payments.

- Expenditures for the current period are entered into the expenditure report for the appropriate grant fund. The expenditure report is prepared by the special programs accountant and reviewed by the Comptroller.

- The district shall periodically or as allowed or required by the grant guidelines, draw down grant funds that have been spent in accordance with the grant guidelines. The draw down shall be for all expenditures to date, less grant funds received to date, as verified by a financial general ledger. All supporting documentation is maintained with the draw down request.

- Federal Regulations (CFR 200.415) requires that the district certify the accuracy of the annual and fiscal reports or vouchers requesting payments be signed by the authorized individual(s).

- The Comptroller and Special Programs Accountant will work together in the submission of every draw-down of funds, including the final expenditure report. The Special Programs Accountant will prepare the expense reports and it will be reviewed by the Comptroller prior to submitting and certifying the draw-down of funds, including the final expenditure report (draw down of funds) as noted below:

- *By signing this report, we certify to the best of our knowledge and belief that the Reports are true, complete and accurate, and the expenditures, disbursements, and cash receipts are the purposes and objectives set forth in the terms and conditions of the federal award. We are aware that any false, fictitious, or fraudulent information or omission of any material fact, may subject us to criminal, civil, or administrative penalties for fraud, false statements, false claims or otherwise.*

- Upon the completion of the draw-down the Comptroller will save the supporting documentation of filed report and cash draw into our digital folders.

Cash Transfers

This procedure applies to the accounting department and how transferring of funds are processed.

Cash is maintained in four forms: DDA/Checking, MMA, Texpool and Investment Bonds. Transfers are made between DDA/Checking and Texpool accounts. MMA and Investment Bonds transfers only occur when change is being made to the amount in holding.

- Accounts must remain positive.
- Account balances must be below the security pledged threshold to keep funds secured.
- The comptroller reviews the status of the accounts daily.
- If a transfer needs to be made, it is electronically setup through the appropriate investment pool for a withdrawal or deposit, which ever, is deemed necessary.
- A verification report is printed for documentation or available electronically by logging into the investment pool website.
- Once the transaction takes place the action is recorded in the district's financial software system.

Abilene Independent School District
Business Procedures Manual

Section 6

Student Activity Funds

Student Activity Funds guidelines will be maintained and updated in the separate Student Activity Fund Manual (SAF-100).

Abilene Independent School District
Business Procedures Manual

Section 7

Employee & Student Travel

Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the District. Such costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the District's non-federally-funded activities and in accordance with District's written travel reimbursement policies. Notwithstanding the provisions of §200.444 General costs of government, travel costs of officials covered by that section are allowable with the prior written approval of the Federal awarding agency or pass-through entity when they are specifically related to the Federal award. Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the District in its regular operations as the result of the District's written travel policy. In addition, if these costs are charged directly to the Federal award, documentation must justify the expense. (EDGAR 200.474(a)(b))

District Travel Procedures

The following guidelines applies to travel with local funds only. If you are traveling with federal or state funds, refer to Federal & State Grant Travel Procedures below.

Employees of the District may be reimbursed for reasonable travel expenses incurred while performing duties related to their jobs, when such travel is at the request of the employee's immediate supervisor and approved by the Superintendent or designee. Prior approval for all travel, using the District's Travel Request/Expense Statement form, must be obtained before any travel expenses are incurred.

Reasonable travel expenditures will be reimbursed according to the current administrative schedule, subject to IRS regulations. If the District authorizes travel reimbursement rates that exceed those authorized for state employees in the current state appropriations act, the Superintendent shall ensure that accounting records accurately reflect that no state or federal funds were used to reimburse those excess amounts.

Advances may be requested for trips requiring an overnight stay. Any unused advances must be returned to the District by the employee. The District's *Travel Request/Expense Statement* form must be completed and returned to the Accounting Office within five days of return.

Meals - Employee

Employee meal expenses will be reimbursed at the rate shown below when such meal expenses are incurred by the employee as a direct result of approved out-of-District travel in which overnight lodging is required. A maximum of $45.00 is allowed for meals for each full day of travel. Meal expenses shall be reimbursed for each partial day of travel according to the time the employee departs or returns to the District. Reasonable tips are included as meal expenses. Meal expenses will be reimbursed as follows:

- ☐ Breakfast - $11.00 per day – Reimbursable if the employee is out-of-District on the first travel day by 7:00 a.m.

- ☐ Lunch - $12.00 per day – Reimbursable if the employee is out-of-District by 11:00 a.m. or returns after 1:00 p.m.

- ☐ Dinner - $22.00 per day – Reimbursable if the employee is out-of-District by 5:00 p.m. or returns after 6:00 p.m.

Meals included in the cost of registration fees, such as banquets, or free meals provided by organizations shall reduce meal reimbursement to the employee.

Reasonable meal expenses that exceed $45.00 may be reimbursed with administrative approval; however, receipts for all meals for any day that meal expenses exceed $45.00 must be submitted by the employee when completing the *Travel Request/Expense Statement* form.

All meals or other expenses incurred by a spouse or a family member traveling with the employee are the responsibility of the employee and in no case will such expenses be paid by the District.

Lodging Expenses

Employees may receive reimbursement for actual costs when overnight lodging is required. In the event an employee shares lodging, the pro-rated cost of the room will be used in arriving at the total individual cost. A valid, paid, **itemized** receipt will be required prior to any reimbursement. The hotel receipt must itemize the cost of the room per day, the taxes per day, any other miscellaneous charges, date and time of arrival and date and time of checkout, employee's name, room number, and the complete name and address information of the hotel.

Employees that need assistance holding a block of rooms (4 or more) can contact the Accounts Payable Supervisor to hold the rooms with a district credit card. **The credit card will be for holding purposes only.** The employee will still request the lodging expenses on the travel request form or purchase order, depending on the amount. The following information must be provided to the Accounts Payable Supervisor:

- Name of person the reservation will be under

- Hotel name and phone number; Contact name if available
- Dates of travel
- Number of rooms being held

Do not use discount on-line hotel websites to make lodging reservations. They do not provide itemized hotel receipts necessary for the District's audit requirements.

When a District representative chooses to take his or her spouse on a District approved trip, the District representative shall be expected to pay the difference between the single room rate and the double room rate.

Long distance calls are **not** reimbursable unless the calls are District business.

Personal expenses such as laundry, bar tabs, or in-room movies are not reimbursable.

Hotel – State Sales Tax Exemption

The District is exempt for state sales tax in the state of Texas; however, the District is not exempt from hotel (room) tax or state sales taxes in any other state. Tax exempt forms may be found on the district's internal website. When making reservations, inform the hotel that our organization is exempt from paying state sales tax.

Rental Vehicles, Taxis, Buses, Parking, Etc.

Any reimbursement for bus, rental vehicle, limousine, or taxi fares must be supported by an itemized receipt. Rental vehicles must be approved in advance by the employee's immediate supervisor.

Miscellaneous

Miscellaneous expenses for incidentals, amusements, non-business telephone calls, or any other unauthorized expense will not be approved for reimbursement.

Air Travel

All air travel must first be approved in writing from the District Superintendent.

Once approval is obtained, the Accounts Payable Supervisor will assist in booking the airfare using the district credit card. Time can be coordinated with the AP Supervisor to complete the booking to ensure all information for the ticket is accurate. Budget code to be charged must be provided to the AP Supervisor at time of booking.

If the mileage cost to drive is less than air fare and the trip is of reasonable driving distance, then travel by auto will be required. Unusual circumstances will be reviewed by the Superintendent or designee.

If spouses or other family members attend a conference, air fare must be booked and paid by the individual as tickets are processed. The District will only book and pay for the employee's ticket.

Automobile Mileage

The District will reimburse travelers at the current District approved mileage rate, if a district vehicle is not available for travel. If a district vehicle is available and a traveler chooses to take their personal vehicle, mileage will not be reimbursed. Mileage for cities will be determined by the Accounting Office. Unusual circumstances requiring additional mileage will be reviewed in advance by the Superintendent or designee. Example: If an employee stays with family rather than in a hotel, additional mileage may be allowed since the District will save on the cost of lodging.

In-District Mileage Reimbursement

The District will reimburse in-district mileage at the current District approved mileage rate using the District's School Mileage Chart. If an employee travels to a location that is not listed on the School Mileage Chart, the employee must list the actual mileage. If the mileage is not on the School Mileage Chart, a copy of the electronic map is preferred, but not required. The employee should complete the District Mileage Form on a monthly basis, have their supervisor review and sign for approval of the reimbursement. Any forms not completed on a monthly basis for the current fiscal year (i.e.. forms turned in extremely late or for a year at a time) will be subject to review and approval by Director of Fiscal Services.

Tours and Side Trips

Tours, side trips, and the like, will not be paid by the District even though the total amount may be included in the registration. However, a personal check for such expenses may be attached to the registration and it will be mailed at the same time the registration fee is paid.

Meals – Student

The District may purchase meals for student groups when traveling out of town. These meals should average approximately $10.00 per meal including tip (if applicable). Student meal allowances are based upon same departure and return times as defined in the employee section. The coach or sponsor should provide the restaurant with a *Sales Tax Exemption Certificate* to allow the purchase of these meals to be tax-free. These forms are available from the Accounting Office or on-line. When purchasing meals for a student group, an itemized invoice from the restaurant is required. Attach the receipt to the *Travel Request/Expense Statement* form and submit to the Accounting Office. If money for meals is given directly to the student, the students must sign a receipt for the amount given and attach these receipts to the *Travel Request/Expense Statement* form.

Overnight Student Meal expenses will be reimbursed as follows:

- ☐ Breakfast - $8.00 per day – Reimbursable if the student is on an overnight trip and is out-of-District on the first travel day by 7:00 a.m.

- ☐ Lunch - $10.00 per day – Reimbursable if the student is on an overnight trip and is out-of-District by 11:00 a.m. or returns after 1:00 p.m.

- ☐ Dinner - $12.00 per day – Reimbursable if the student is on an overnight trip and is out-of-District by 5:00 p.m. or returns after 6:00 p.m.

The District will not pay for student meals purchased at a local restaurant without prior approval from the Athletic Director or appropriate administrator. However, it is allowable to purchase snacks from the District's approved vendor(s) to be taken on an out-of-town trip. The District cannot pay for student meals while attending/participating in local events.

Reimbursement for Trips NOT Requiring an Overnight Stay

Meals – One-Day Trips

Reimbursement of meals for one-day trips are not allowed unless the employee is traveling with students or for scouting purposes. If the employee is traveling with students they will receive $10.00 (student meal amount). The amount received must be approved by the employee's supervisor. If the employee chooses to receive the meal money, the amount will be reported as taxable wages. According to the IRS, reimbursements for meals on trips that do not require an overnight stay are a taxable fringe benefit to the employee and will be treated accordingly. The Accounting Department will keep documentation on all taxable meals. No meal receipts are required to be turned into the Accounting Department for the employee. Meal receipts or student signatures are required for the student meals.

Advances – One-Day Trips

Advances will **not** be made for one-day trips except when traveling with students. All allowable expenses incurred (including mileage) will be reimbursed upon the employee's return with appropriate documentation. Advances for trips when traveling with students are allowed.

An employee shall be reimbursed for reasonable, allowable expenses incurred in carrying out district business with the prior approval of the employee's immediate supervisor. A Travel Request Form must be completed.

The Travel Request Form must be received by the accounting department no later than 7 business days prior to the date of travel.

Accounting records shall accurately reflect that no state or federal funds were used to reimburse travel expenses beyond those authorized for state employees.

For any authorized expense incurred, the employee shall submit a statement, with receipts, documenting actual expenses and in accordance with administrative procedures.

Federal & State Grant Travel Procedures

The following guidelines apply to employees traveling on federal or state grant funds. Federal and state guidelines will be followed unless the District policies and procedures are more restrictive.

First & Last Day of Travel Reimbursement

- Employees traveling on Federal and State Grant monies will only be allowed 75% of the Daily Meal Per Diem on the First and Last Day of Travel.
- Employees will still follow the District policy of meal amounts and allowable reimbursable amounts based on the departure time (refer to Meals – Employees above).

Meals – Employees – Federal & State

- The state meal reimbursement rates will not be applicable, because the district policy of $45 per day for meals is less than the state rates. We must use the district policy if it is more restrictive than the state rates.

- The per diem rate does not apply if you are traveling using federal and state funds. (i.e. funds 205, 211, 224, 284, 309, 409 etc.)

- **You must have itemized receipts for all meals to be reimbursed through federal and state funds.**

    - An itemized receipt should have the Restaurant Name and Address, Specific Items Purchased, and the Total Charges. We cannot accept the Credit Card Copy of the Receipt with only the amount of the charges.

    - If a hotel uses a cash register to ring up your meal that does not give any of the required itemized details, you will not be reimbursed.

    - Meals charged to your hotel room must have an itemized receipt before you will be reimbursed.

- You must account for your meals daily. If you do not spend your daily per diem, you must return the unspent portion for each day. You cannot add all of your daily meal rates together and spend the total.

- You cannot exceed the local policy per diem rates for meals.

    - If you exceed the per diem rates, you will not be reimbursed the difference.

    - If you do not spend all of the daily meal per diem, you will be required to return any unspent funds.

- Additionally, alcohol, tips, and gratuities cannot be reimbursed through federal and state funds.

- Any meals that are associated with any type of entertainment, recreation, or social event are not allowable. You will not be reimbursed for these expenses.

Federal and State Funds – Lodging Expenses - In State or Out of State

Follow these steps to locate information on the Texas comptroller's web site regarding per diem rates for lodging and meals for specific cities or counties:

1. Go to http://comptroller.texas.gov
2. Select the "Programs" tab at the top of the home page.
3. Scroll down to the "Treasury & Financial Systems" section, and select "Fiscal Management".
4. In the "Topics" section, select "Travel", then select the "TxTravel" Logo.
5. Select either the Meals and Lodging or the Transportation tab.
6. In the "Rates" section in the right column, select "Current Rates."

Note: The State Travel rates are updated each year for September – August; however, the rates are subject to change throughout the year.

<u>In-State Travel</u>

For In-State Travel, the following procedures apply:

- Click on the State of Texas or use the Search By City, State, or Zip Code
- You will see the listing of Cities and Counties along with the Maximum Lodging Amounts.
    - Select the city that you are traveling to in order to verify the maximum lodging amount (excluding appropriate taxes)
    - Please make note that some cities have specific rates for specific dates
    - If the city you are traveling to is not listed, look for the county the city is located in. Use the following link to look for the county.

- http://www.naco.org/Counties/Pages/NACo_FindACounty.aspx This link is also on the Per Diem Website. Then use the appropriate rate that matches that county.

- Refer to the lodging reimbursement rate for in-state travel to areas not listed on the federal per diem rate map. Maximum reimbursement rate will be listed on the Texas comptroller's website.

- Print this page to be attached to your Travel Reimbursement Request form.

Out-of-State Travel

For Out-of -State Travel, the following procedures apply:

- Click on the state you are traveling to or use the Search By City, State, or Zip Code You will see the listing of Cities and Counties from the selected state along with the Maximum Lodging Amounts.

- Select the city that you are traveling to in order to verify the maximum lodging amount (excluding appropriate taxes)

- Please make note that some cities have specific rates for specific dates

  - Refer to the lodging reimbursement rate for out of state travel to areas not listed on the federal per diem rate map. Maximum reimbursement rate will be listed on the Texas comptroller's website.

Airfare

The reimbursement rate for airfare remains the lowest available airfare and will only be reimbursed with an itemized receipt.

Baggage Fees

Employees will be reimbursed for baggage fees with an itemized receipt.

Travel Allowances

Travel allowances for In-State and Out-of-State travel, in which the employee receives a flat per diem for lodging and meals, regardless of the actual amount expended, are not allowable in Texas. Employees must follow the guidelines stated above when using Federal and/or State Funds for travel.

Although the local policy per diem rate of $45 for meals can be advanced for travel expenses, all itemized receipts must accompany the travel request forms turned in upon your return. Actual

expenses over the allowable $45 maximum or any meal expenses not documented by an itemized receipt will not be reimbursed.

If itemized receipts are not turned in, you will be required to return any amount advanced to you for meal expenses. Additionally, if you do not spend your daily meal advance, you will be required to return unspent funds.

Mileage Reimbursement Rates – In State and Out of State

If using federal and state funds to pay for mileage, the **Local District Official Mileage Guide and Policies do not apply.**

The District mileage reimbursement rate reviewed and approved annually and is more restrictive than the state rate.

You must use an electronic mapping source (Map Quest, Yahoo Maps, etc) to document your round trip mileage. You must print out the driving directions and attach them to your Travel Reimbursement Request. You will only be reimbursed the current district approved rate per mile.

These mileage reimbursement guidelines also apply to employees who travel on a daily basis to surrounding cities who are reimbursed from federal and state grants. You must now attach the electronic mileage printout to your reimbursement request for city to city travel. However, they will still use the intra-district travel mileage for campus to campus.

Travel Checklist

A Travel Checklist is recommended to be used to help employees who travel with federal and state grants. This check list may not be all inclusive; however it highlights the most common travel expenses. You can find the checklist in the internal documents.

Conference Documentation

It is highly recommended that you attach a copy of your Conference/Workshop Completion Certification and/or agenda to your Travel Reimbursement Request.

Unique Travel Arrangements

Permission must be obtained in writing from your supervisor before any unique travel arrangements are made. For example, the employee elects to drive instead of fly to an out of state conference to take family members. There will be additional guidelines required of employees in regards to mileage, hotels, and meals. Specific guidelines will be determined as the need arises.

Section 8

Account Payable

ACCOUNTS PAYABLE PROCEDURES FOR DISBURSEMENTS

The Accounts Payable staff is charged with the responsibility of disbursing District funds for payment of purchase orders through vouchers. The purchase order is a contract the District has entered into with respective vendors for payment of goods or services.

The purchase orders will not be paid until goods have been delivered or services provided to the satisfaction of requesters or program directors. AP staff will review each invoice to ensure all criteria are met before payment is processed.

Various internal controls have been put in place by definition in District software. These include but are not limited to:

- Duplicate invoice detection
- User definitions to control access to voucher types
- Voucher controls defining matching rules

Physical controls have been put in place to ensure accuracy in payment of invoices:

- Each purchase order must be paid with a valid invoice or registration form
- Invoices must meet district guidelines
- Each voucher created will be reviewed three times before payment is processed
- Invoices will be entered into Control Groups for reconciliation purposes

Control Groups

Control Groups are groups of vouchers that are processed together for specific control or verification purposes. Invoices should be grouped in batches of 50 or less. Invoice batches should be totaled and the amount entered into the Gross Amount field on the Assignment tab when Control Groups are assigned. This is a reconciling tool to determine accuracy as invoices are entered.

Control groups will be exchanged with other AP staff for verification of voucher numbers, invoice numbers, vendor, amounts, dates, remittance information, and terms allowed.

Control groups will be reviewed by supervisor for withholding information, budget codes, match exceptions, budget errors and asset profiles on capital expenditures.

Invoices

Invoices are received in the Accounting office twice daily, date stamped and distributed to Accounts Payable staff. Invoices should include vendor's complete name, invoice date, remit address, and the amount due.

Invoices not including terms for payment will be paid as Net 30. Invoices should also include quantity purchased and information that describes items purchased and/or services provided including but not limited to the type of service provided and dates of service.

Invoices will not be processed for payment until Purchase Order status indicates the PO is "received". Campuses are responsible for submitting the online receiving form to the Purchasing Department when merchandise is delivered to their campus and all items are deemed acceptable. If an invoice is received with an increase in quantity and/or amount the AP staff will inform campus and/or purchasing department immediately of these discrepancies.

AP staff is authorized to make payments on invoices that increase invoice total up to $25.00. Invoices exceeding an increase of $25.00 will require a Purchase Order change. Campus will either request a change order for the PO or vendor will be notified by the Purchasing Department to issue a call tag for return of merchandise.

Match Exceptions

Accounts payable supervisor is authorized to override match exceptions for location errors only. All other match exceptions must be resolved by the Purchasing department or corrected by the AP staff on vouchers.

Payments

Payments will be processed by the Accounts Payable office once per week. Invoices and all attachments to be mailed with checks should be submitted at least two business days before checks are processed to ensure receipt. Invoices and payment advice forms are exchanged among AP staff for final review and matching before being mailed.

Physical controls have been implemented to safeguard access to check processing. These include:

- Limited access to vault room
- Limited access to safe
- Limited access to signature chip safe
- User definitions to limit permissions for check processing

A positive payment file will be submitted to the bank each day that checks are processed.

Payment of Purchase Orders/Vendors Invoices

When a Requisition for Purchase is submitted to the Purchasing Department and a purchase order is issued, the requisitioning campus/department should receive back the green colored copy of the purchase order for their records.

It is essential that invoices or attachments that are to be mailed with payments be sent immediately to the Purchasing department. Delays in sending these documents create delays in payments to vendors and therefore jeopardizing the District's credit status.

When purchase orders are issued to local vendors and the campus staff picks up the merchandise, the campus should attach the original vendor's invoice to a photocopy of the purchase order and send to the Accounting Office. The campus should submit the online receiving form to Purchasing to verify receipt of merchandise. If there are pricing discrepancies or defects are found with the merchandise, please notify Central Receiving immediately to explain the problem.

Partial Payments

When a partial shipment is delivered from a vendor and items are backordered, Central Receiving will receive electronically only lines or items that have been received.

When an invoice for shipped items is received the Accounting Office will pay only for the items listed and that are shown as received on the PO. When the remainder of items has been delivered, Central Receiving will receive electronically remainder of items, the vendor will submit final invoice for payment and Accounting will issue payment.

When a partial shipment is received from a vendor where some items are canceled or undeliverable and another shipment is not expected from the vendor Central Receiving will cancel the remainder of the Purchase Order by creating a change order documenting electronically in comments section this information.

Vendor Payments Exceeding the Purchase Order Amount

The Accounting Department is authorized to pay invoices greater than the Purchase Order amount not to exceed $25; increases greater than $25 will require a Purchase Order change.

When the requester/director is informed that the original purchase order amount will differ (increase/decrease) from the vendor's invoice amount, or items are canceled or added to the original purchase order, a purchase order change request will be submitted to the Purchasing Department from the requester/director.

Shipping charges not included on the Purchase Order but listed on an invoice require approval from Purchasing before payment can be issued.

Pre-Payment of Merchandise

It is the District's policy not to make pre-payments for merchandise. Some exceptions to this policy include registration fees for conferences and membership dues. When a prepayment is necessary, documentation must be attached showing the name and address of the vendor, time frame of subscription, date of event or conference and the amount to be paid.

Payments for Registration Fees

Pre-payments for registration fees will be processed following District purchasing procedures. Requisitions should be submitted to the Purchasing Department for these payments. Documentation

must be attached showing the name and address of the company, the date of the conference or workshop and the amount to be paid. If there is a registration deadline, please note the pre-payment deadline date along with the words "Prepayment" on the Requisition comments section. Purchase orders are issued and forwarded to Accounting for payment. Payments will be processed with terms of Net 0. It is recommended that at least one week notice be allowed for processing the purchase order and check.

Payments for Professional Services/ Contracted Services

Payments for professional services including non-instructional consultants, judges, story tellers, etc. should be processed using the District's normal purchasing procedures. Individuals entering into an agreement with Abilene ISD for instructional purposes only should sign the agreement for Contracted/ Professional Services form.

This form can be obtained from the Internal Website under Internal Documents>Purchasing. After the agreement for services has been signed and approved, the campus/department will enter a requisition for purchase for the services rendered and forward to the Purchasing Department.

An itemized invoice from the vendor/individual must be submitted to the Accounting Department at the conclusion of the contracted event/service provided containing the following information before payment can be processed: the individual's legal name, social security number, mailing address, the date of the service performed, description of services performed and the charge for each, the location of the event and the total amount owed.

Individuals unable to provide a pre-printed invoice should use the Accounts Payable Authorization for Professional Services form. This form may be obtained by contacting the Accounting office.

Payment of Purchases as Confirmation Only

Effective December 2004, United Supermarket has been the only approved vendor which District staff may "charge" grocery related items. In May 2009 United Supermarket issued United Cards (U Cards) to be used for these purchases. This is not a credit card – it is strictly a tool to upgrade the accounting system and accountability for United Supermarket and Abilene ISD. As of April 2022, H-E-B has now been approved for "charge" of grocery items and follows the same procedures as United. Each campus/department has been issued a card with the campus name and account number. Employees must present this card along with campus/department identification badge for all purchases. The receipt for purchases should then be returned to the campus and a requisition submitted to Purchasing. The comments section on the Purchase Order must contain the words "For Confirmation Only" so the Purchasing Department will know the items have already been received.

The requisition with the receipt attached will be sent to Purchasing where a Purchase Order will be issued for payment. A copy of the PO and the original receipt will be forwarded to Accounting for payment processing.

Vendor Payment Schedule

Accounts Payable will process a pay cycle on Thursday of each week for payments to vendors. Invoices, attachments and any other paperwork must be received in the Accounting Office at least five working days prior to the scheduled check run to allow time for processing.

Payments will be issued to vendors according to terms agreed upon between Abilene ISD and vendor as indicated on vendor invoices/statements. Invoices/statements received with no terms indicated will be paid as Net 30 per Government Code, Chapter 2251, sub-chapter A.

Returns of Merchandise

All returns of merchandise should be coordinated through the Purchasing Department. If items are returned without contacting the Purchasing Department first, the employee will be responsible in the event that merchandise is lost.

Canceling Purchase Orders

If information is received that all/part of the merchandise ordered is not available, contact the Purchasing Department to have the purchase order or partial items canceled. The requester/director should notify Central Receiving via email. The purchase order balance will not be cleared from the budget account until Purchasing has done the PO change to cancel lines or change line item quantities/amounts. Purchase Order changes will also be generated based on information from vendors on out of stock and discontinued items. Documentation in the comments section of the Purchase Order will include who initiated the cancelation.

Section 9

State and Federal Program Reporting

General Information

Special revenue/grant funds are provided by the federal government and state government.

Abilene ISD does not use debit cards or gift cards for the disbursement of grant funds.

Abilene ISD does not permit the use of grant funds through revolving lines of credit.

Abilene ISD does permit the use of grant funds through procurement cards/corporate accounts for allowable federal expenditures with pre-approval. The business-related reason for using this form of payment must be documented on the Requisition Form.

These funds are legally restricted to expenditures for specified purposes as determined by a Comprehensive Needs Assessment, District Improvement Plan, and/or Campus Improvement Plan and the Applications following federal cost principles in 2 CFR Part 200/EDGAR.

The Director of Fiscal Services or designee is responsible for periodically and annually updating registration information related to the System of Award Management (SAM).

Allowable Costs

This procedure defines the process for identifying allowability of costs to Abilene ISD's state, and federal funds. (EDGAR 200.403, 200.302 (b)(7))

For costs to be allowable, they must meet the following factors:

- Necessary and reasonable for proper and efficient performance and administration.
- Costs associated with State and Federal Grants are identified in the grant application and approved.
- Local budgets are approved by the Abilene ISD Board for allowable costs.
- Be authorized or not prohibited under federal, state or local laws or regulations.
- Is consistent with policies, regulations, and procedures that apply uniformly to awards and other activities of the Abilene ISD.

- Cannot be charged as both direct and indirect.
- Must also be allowable according to the generally accepted accounting principles.
- Must not be included as a cost or used to meet cost sharing or matching requirements of any other federal award.

Necessity of Costs

This procedure defines the process for Abilene ISD to identify necessary costs to local, state, and federal programs. (EDGAR 200.403/404)

A cost is necessary for proper and efficient performance of state/federal grants and local programs.

Federal and state grants require specific objectives to accomplish the intent of federal and/or state dollars.

Abilene ISD identifies tasks to accomplish objectives within the grant applications.

Necessary costs are identified in the grants to implement activities to accomplish the objectives.

Local programs are identified based on the district's needs.

Abilene ISD identifies all programs in their Comprehensive Needs Assessment.

Employees identify the tasks associated with the program on the Requisition.

Reasonableness of Costs

This procedure defines the process for Abilene ISD to identify reasonableness of costs to local, state, and federal programs (EDGAR 200.404). A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.

Before making a purchase, the purchaser will:

- Determine if the cost is of a type generally recognized as ordinary and necessary for the operation of the governmental unit.
- Costs associated with state and federal grants are identified in the grant application and approved.
- Local budgets are approved by the Abilene ISD Board of Trustees for allowable costs.

- Consider the restraints or requirements imposed by such factors as: sound business practices; arm's length bargaining; federal, state, and other laws and regulations; and, terms and conditions.

- Research market prices for comparable goods or services.

- Assure that the purchase adheres to Texas Government Code and Texas Education Agency's Financial Accountability Reporting Standard Guide resulting in all purchases being made at the best value.

- Consider if the purchase will be prudent in the circumstances considering their responsibilities to the governmental unit, its employees, the public at large, and the Federal Government.

- Determine that the purchase will not be a conflict of interest. ABILENE ISD employees, board members, and vendors are required to complete and sign a Conflict of Interest form.

Grant Applications

Applications for grants must be in compliance with district policies and administrative directives. Before applying for a grant that requires matching funds, the applicant must obtain approval from the Superintendent or designee.

If a district staff member is interested in applying for a grant, the staff member must have prior approval from the Superintendent or Chief Financial Officer. The Grant Application Guidelines and Preapproval worksheet can be located on the district website under Finance Resources. All documentation should include the grant application, any budget or other relevant information must be submitted to the accounting department prior to the submission of the grant application. Sufficient time should be allowed for the accounting department to review prior to the grant deadline.

Once the grant is awarded to the district, to a campus, or to a department, the program contact must immediately provide the following items to the accounting department:

- Grant application with proper approval

- Grant guidelines

- Grant budget

- Grant timeline, including reporting dates for program and financial reports

No federal or state funds are expended prior to or after the grant's period of availability.

The program director of a particular grant is responsible for compliance with the grant and proper program reporting to state and federal agencies.
The accounting department is responsible for grant expenditure reporting.

The program director must be familiar with the grant and timeline as it relates to (not all inclusive):

- Budget
- Expenditure verification
- Beginning and ending dates
- First and last date funds can be spent (varies by grant)
- Final day for receiving encumbered items (varies by grant)
- Final report due date

The appropriate information must be provided to the accounting department on a timely basis to ensure that all cash receipts and cash disbursements for state and federal programs are properly recorded and reported for each program's current fiscal year.

The accounting department will file with the federal or state awarding agency required information of personal or real property purchased with federal funds including disposition of property.

It is understood that the fiscal agent is ultimately responsible for the refund for any exception received as a result of monitoring or audit. Monies refunded shall be provided by entities in which the district is the fiscal agent if they are responsible for the discrepancy. All documentation for direct services provided is the responsibility of Abilene ISD.

Equipment and/or materials which are purchased by the entities in which the district is the fiscal agent become a part of the entities' inventory.

Equipment and/or materials which are purchased by the Shared Services Arrangement become a part of the SSA members' inventory.

Grant records are to be retained for a period of at least five years after the end of the grant or as found in the Texas State Retention Schedule of the Texas State Library and Archives Commission. Abilene ISD retains records for seven years.

Records may be retained in paper or electronic form. The archived paper records will be maintained within the appropriate department.

The disposal of records will be made by the Records Management Officer of Abilene ISD.

Grant Budget Amendments

Budget amendments must be requested and approved before expenditures that exceed applicable limits are incurred.

The following budget amendment criteria applies to grants awarded by TEA:

- The amendment would result in a line item change that exceeded 25% of the total budget.
- The amendment resulted in an increase or decrease in the number and composition of the positions funded by more than 20%.
- The amendment resulted in the classification of an amount to a line item not previously budgeted.
- The amendment resulted in an increase or decrease in budgeted capital outlays.

For grants awarded through federal or state awarding agencies, other than TEA, refer to the specific grant guidelines for budget amendments.

Semi – Annual Certification and Job Description

The Special Programs Accountant will maintain the list of employees that will need to complete a Semi-Annual Certification and Job Description. Semi-annually, the lists will be distributed to the program director. The program director is responsible for ensuring that each employee on their list has a completed Semi-Annual Certification and Job Description. The original completed copies of the job descriptions will be maintained in the Personnel office and copies maintained by the Program Director and the accounting department. The Semi-Annual Certification and Job Description must be signed by the employee and the Program Director, Principal, and/or Supervisor. The Special Programs Accountant will verify that we have received all of the Semi-Annual Certifications and Job Descriptions.

Time and Effort

The compensation for grant-funded staff shall be allocated to the respective grant program (fund) based on the single and/or multiple cost objectives performed by the grant-funded staff. If a grant-funded staff member performs non-grant activities during the day or beyond the normal work day, the compensation for the non-grant activities shall be paid from non-grant funds. Grant-funded staff with more than one cost objective, shall comply with the Time and Effort documentation requirements. Incentive payments, such as performance, perfect attendance, safety, etc. for grant-funded staff shall be allowable with federal grant funds if they are based on the same criteria as non-federal grant funded staff.

Purchase Orders

Cut-off dates for purchase orders should ensure that all materials are received in time to be properly recorded. Purchasing requirements and procedures vary among grant programs. Each Program Director/Principal should monitor this activity to ensure compliance with the grant program's intent and guidelines.

Expenditure Verification

Special Programs Accountant and the Comptroller should monitor financial activity in the district's financial software program.

Expenditures shall be collected from the financial accounting software and reviewed while preparing the monthly Expenditure Reports as well as various quarterly/semi/annual reports required by the grant.

Budget amendments must be requested and approved by grant manager before expenditures that exceed applicable limits are incurred.

Corrections shall be sent to the accounting department as soon as possible, but no later than the last day of the grant program's fiscal year end. This will allow time for adjustments to be made prior to submission of the Final Expenditure Report.

Cash Draw Procedure

Special Programs Accountant should prepare the monthly expenditure report by the 15th of the month for the Comptroller to review, assuming no extenuating circumstances occur causing unforeseen delay. Once the expenditure report has been reviewed, the Comptroller will proceed with a cash draw request. The cash draw requests should be done monthly.

Supplement Not Supplant Procedures

Abilene ISD has implemented guidelines to ensure compliance with the federal fiscal requirement of supplement, not supplant. The purpose of the procedures is to ensure that the level of state and local support for programs remains at least constant and is not replaced by federal funds. Federal funds are used to supplement (add to, enhance, to expand, or increase) the funds available from non-federal sources, and not to supplant (replace or take the place of) the existing non-federal funds.

1. Procedures for determining supplement, not supplant when state or local funds are no longer available. Federal funds shall not be used to provide services that the District is required to provide under federal, state, or local laws/policies (Board Policy).
    a. Salary expenditures for staff required by federal, state, or local policy shall not be paid from federal funds. For example, teacher FTEs that meet the state's 22:1 student-teacher ratio for

grades PK through 4th will not be funded from federal funds. Excess teacher units, if any, may be eligible for payment through federal funds.

i. Documentation shall include a report that reflects the teacher units throughout the district mandated by the state and the excess units, if any.

b. Salary expenditures for staff required by local policy shall not be paid from federal funds. Excess staff units, if any, may be eligible for payment through federal funds.

i. Documentation shall include Board minutes or local policy reflecting the staffing requirement and a report that reflects the staff units throughout the district mandated by the local minutes/policy and the excess units, if any.

c. Federal funds shall not be used to pay for state required activities, such as state-mandated assessments.

i. Documentation shall include purchase orders for state required activities. The purchase orders shall reflect that non-federal funds were used to pay for the expenditures.

2. Procedures for determining that program-specific supplement, not supplant provisions are met.

a. A review of the non-federal funds available to each campus (school-wide and non-participating) is conducted during the budgeting process by the Grant Administrator.

i. A Comparability Computation Report provides valuable information related to the level of state and local funding available at each Title I, A participating and non-participating campus.

ii. All purchase orders with federal funds shall be reviewed by the Grant Administrator to ensure compliance with the supplement, not supplant provision. The final approver's signature and date is his/her representation that the grantee complied with local policy and procedure and state and/or federal law, rules and/or grant requirement, as applicable.

Abilene Independent School District
Business Procedures Manual

Section 10

Sales Tax Rules

Purchases

All purchases made for the exclusive use of the district should be made tax exempt. A Texas Sales and Use Tax Exemption Certificate Form should be issued to the vendor.

A Texas Sales and Use Tax Exemption Certificate Form can be located on the district's internal website under the Accounting link.

In the event, a district employee is reimbursed for purchases made on behalf of and for the exclusive use of the district, sales taxes will not be reimbursed to that person.

PTO's, booster clubs, and all other non-employees are prohibited from using the District's sales tax permit number. These groups should apply for their own sales tax permit number. These groups are responsible for collecting, reporting and remitting their own sales tax to the state.

Lodging

District employees and students traveling on official district business should give a Hotel Tax Exemption Certificate Form to the hotel/motel in lieu of paying the state hotel occupancy tax. This form is located on the district's website under the Accounting link.

The hotel exemption exempts only the state portion of hotel occupancy taxes. The city and county taxes should be paid by the employee and will be reimbursed.

Motor Vehicle Rental

District employees traveling on official district business should issue a Motor Vehicle Certificate for Rental Tax Form to the rental agency in lieu of paying sales tax.

Mark "*A Public Agency"* as the reason for claiming an exemption.

Abilene Independent School District

Business Procedures Manual

Section 11

Payroll

Compensation for personal services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in §200.431 Compensation—fringe benefits. Costs of compensation are allowable to the extent that they satisfy the specific requirements of this part, and that the total compensation for individual employees. (EDGAR 200.430)

Establishing a New Employee for Payroll/Personnel purposes

Supervisors will recommend a new employee for hire.

Human Resources department will complete the following:

Request a background check.

Have the potential employee fingerprinted or show evidence of required fingerprinting.

Verify a clean background report.

Verify state certification or license if a requirement of the position.

If position requires Board of Trustees' approval-a personnel document is prepared for the next board meeting

The employee must complete and request the following records/documents:

Request transcripts, service records, and teaching certificate if applicable be sent to the Human Resources Department.

The employee must complete an I-9, W-4, an Employee Election of Insurance Form, and SSA 1945 form if appropriate.

The employee must submit a copy of his/her social security card.

The employee must submit a copy of his/her driver's license.

The Personnel Action Form is completed and matched with the documents previously listed. If there is a variation in the information provided, the employee is contacted for

correction. Once information is verified to be accurate, it is entered into the district's financial software program for future payroll processing.

Authorization Agreement for Direct Deposit

All district employees are required to enroll in the Direct Deposit Program or utilize the District's payroll card program.

Employees must complete the Direct Deposit Authorization Form for automatic deposit.

This will provide the employee's bank transit number, account number, and account type to the accounting department.

In order to reduce the possibility of identity theft, this form must be delivered to the accounting department in person.

If the employee utilizes the district's payroll card program, a payroll card application must be completed in the payroll department.

Employee Extra Duty Payment Request

Extra duty pay should be requested and approved by the Principal/Administrator. Before the employee is paid, the principal/administrator should sign and date the Extra Duty Payment form.

The completed form is submitted to the payroll department.

Distribution of Paychecks

Payroll Calendar: Payroll calendar can be located on the district's website.

Employees are paid semi-monthly as per the district payroll calendar.

Electronic timekeeping system-nonexempt employees

The Abilene ISD electronic timekeeping system and associated work records will become the official basis for recording hours worked for employees. Handwritten timesheets will be accepted by the Transportation Department only. Absence records (e.g. vacation, sick days) must also be recorded in the Abilene ISD Timekeeping System by the Campus/Department Timekeeper Manager.
In order to ensure consistency of treatment for employees, the data recorded in system shall be considered as the "official" record of the workday.

Definition of Non-Exempt Employees

Under the Fair Labor Standards Act, paraprofessional and auxiliary employees are classified as non-exempt and eligible for overtime compensation.
Overtime is legally defined as all hours *physically* worked in excess of 40 hours weekly and is not measured by the day or by the employee's regular work schedule. Employees must work more than 40 total hours in a week to earn overtime compensation. For purposes of calculating overtime, the District has designated a workweek as beginning at 12:00 A.M. Monday and ending at 11:59 P.M. Sunday.

Compensatory or "Comp" Time

The District *does* allow employees to accrue overtime worked in a compensatory leave bank.
At the District's option, nonexempt employees may receive compensatory time off, rather than overtime pay, for overtime work. The employee shall be informed in advance if overtime hours will accrue compensatory time rather than pay.

Compensatory time earned by nonexempt employees may not accrue beyond a maximum of 60 hours. If an employee has a balance of more than 60 hours of overtime, the employee will be required to use compensatory time or, at the District's option, will receive overtime pay.

An employee shall use compensatory time within the duty year in which it is earned.

Compensatory time may be used at either the employee's or the District's option. An employee may use compensatory time in accordance with the District's leave policies and if such use does not unduly disrupt the operations of the District. [See DEC(LOCAL)] The District may require an employee to use compensatory time when in the best interest of the District.

Daily Clock-in/Clock-out

It is a requirement that non-exempt employees MUST "clock-in" in the morning, and "clock-out" at the end of the work day at their place of work. (Under certain conditions, such as a training course at a different location, the employee shall clock-in/out at the different location, or be clocked in/out manually by the Campus/Department Timekeeper Manager). Other requirements include:

- Employees shall not clock-out before their scheduled ending time, unless authorized to do so by their supervisor. If a non-exempt employee that is paid on an annualized basis clocks out early, they shall either "make-up" that time during the same work week or use appropriate leave. If the time is not made up or leave is not used, the employee will be docked.

- All non-exempt employees leaving campus/department site for any personal reason, including lunch during the day must clock-out when leaving campus, and clock-in when returning to campus/department.

Falsification or Tampering

• Any attempt to tamper with the timekeeping hardware or software will be considered a serious offense, subject to disciplinary action up to and including termination.

• Punching in for an absent employee (a.k.a. "buddy punching") will also be considered a serious offense, with both employees subject to disciplinary action up to and including termination.
• No employee should be in possession of another employee's badge

• No employee should be in possession of another employee's login for the Timekeeping System at any time.

• Anyone interfering with other employees' use of time clocks shall be subject to disciplinary action.

Overtime

Overtime Approval

Authorization to work beyond an employee's regular work schedule must be obtained *in advance* by the employee's supervisor. Non-exempt employees are not permitted to simply clock-in early or clock-out late without supervisory approval.

1. Overtime should always be authorized in advance by a supervisor. Overtime will be calculated based on the actual hours recorded.
2. Overtime is earned on a weekly basis, and is only earned after 40 hours of actual work hours have been accumulated within a given week.
3. Overtime must be approved in advance by the employee's Supervisor, and is paid at 1.5 times the employee's base hourly rate after 40 hours worked.
4. Since overtime or extra hours are calculated when recorded work hours exceed 40, employees must not clock-in early or clock-out late without supervisory approval.
5. All employees are paid according to the published district payroll schedule.
6. Each non-exempt employee is responsible for clocking in and out according to the time keeping rules.
7. Any disagreements with the official time detail record shall be reviewed with the employee's Supervisor, who shall authorize any changes to timekeeping data.

Payment of Overtime

Overtime is calculated at 1.5 times the employee's regular rate of pay. Hours worked in excess of the employee's schedule, but less than 40 hours, are compensated at the employee's regular rate of pay. Overtime is included on the paycheck that corresponds to the pay period in which overtime was incurred.

Section 12

Capital Assets

Asset Management (EDGAR 200.313 (d) (1), (2), (3), (4))

Any asset purchase of $5,000 or more per unit is entered into the Asset Management Module in the district's financial software program by the accounting department recording the:

- Identify Asset as new or used
- Date of Acquisition
- Description of Asset
- Serial number or other identifying number
- Location of asset
- Cost of asset (acquisition cost)
- Funding source account code
- Depreciation Method
- Ultimate disposition data including the date of disposal and sale price

If the asset has been disposed, Directors/Principals are responsible for completing and approving the Inventory & Fixed Assets Addition/Deletion form.

Completed form will be sent to the accounting department.

The accounting department records the disposal in the Asset Management System.

A physical inventory of the property must be taken and the results reconciled with the property records at least every two years.

A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.

The accounting department is the custodian of fixed assets.

Property will be kept in rooms/areas with locked doors.

Ensure all doors are locked when rooms/areas are not in use.

Affix inventory tags to all capital assets.

Immediately investigate missing property and report the disappearance in a timely manner to federal, state, and/or local authorities.

Adequate maintenance procedures must be developed to keep the property in good condition.

If the district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

Disposition of Surplus Property (EDGAR 200.313(d)(5), 200.313(e))

When the property under a Federal award is no longer needed, the district must request disposition instructions from the Federal awarding agency if required by the terms and conditions of the Federal award. If the district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return. This procedure applies when disposing of Abilene ISD surplus property.

Directors/Principals will determine if Abilene ISD personal property has become surplus.

If property is deemed surplus, then purchasing/warehouse department will see if any other campuses at Abilene ISD can use the item. If the item is no longer needed by other campuses, it may be disposed.

If items of surplus have a fair market value of less than $5,000, they can be sold by informal procedures determined by the purchasing department.

If the items of surplus are valued over $5,000, prior approval must be obtained from the cognitive agency. The cognitive agency will determine the method of disposal.

Items determined to have no value are disposed of as desired.

When property is disposed, the Inventory and Fixed Assets Addition/Deletion form is completed, submitted to the accounting department and recorded in the Asset Management System.

Pickup and Redelivery of Material

When there is a requirement to move an item(s) from one location to another contact the purchasing department.

Inventory of Capital Assets (Financial Accounting and Reporting Resource Guide (FAR) Section 1.2.4.8)

In accordance with the Texas Education Agency (TEA) FAR 1.2.4.8 guidelines, the Abilene ISD must conduct an annual physical inventory of all land, buildings, machinery, furniture and equipment and entered into Asset Management System.

A report that lists any campus inventory will be verified after August 31st each year.

Abilene Independent School District
Business Procedure Manual

Section 13

Non-Capital Assets

Maintaining Inventory (EDGAR 200.313(d)(1), Financial Accounting Resource Guide 1.2.3.4

The procedure applies to all tangible items being purchased by Abilene ISD.

When the purchasing agent receives items purchased valued over $500 and/or identified as technology, an inventory tag is attached.

The purchasing documents along with the asset number are scanned into the Eduphoria system.

The inventory clerk verifies the inventory to the Eduphoria asset management system recording the:

- New Asset
- Date of Acquisition
- Description of Asset
- Serial number or other identifying number
- Location of asset
- Cost of asset (acquisition cost)
- Funding source account code

If the asset has been disposed, Directors/Principals are responsible for completing and approving the Inventory & Fixed Assets Addition/Deletion form. The form approved and submitted by the Principal to the accounting department.

The transaction is finalized by the inventory clerk who records the disposal in the Eduphoria asset management system.

In accordance with the Texas Education Agency (TEA) FAR 1.2.3.4 guidelines, the Abilene ISD must conduct an annual physical inventory.

Section 14

Fraud

Fraud, Waste and Abuse of Public Funds

Abilene ISD prohibits fraud and financial impropriety, as defined below, in the actions of its Board of Trustees, employees, vendors, contractors, consultants, volunteers, and others seeking or maintaining a business relationship with the district as found in Board Policy CAA (LOCAL), Mandatory Disclosures EDGAR 200.113.

- **DEFINITION**
  - Fraud and financial impropriety shall include but not be limited to:
    - Forgery or unauthorized alteration of any document or account belonging to Abilene ISD.
    - Forgery or unauthorized alteration of a check, bank draft, or any other financial document.
    - Misappropriation of funds, securities, supplies, or other assets, including employee time.
    - Impropriety in the handling of money or reporting of the district's financial transactions.
    - Profiteering as a result of insider knowledge of the district's information or activities.
    - Unauthorized disclosure of confidential or proprietary information to outside parties.
    - Unauthorized disclosure of investment activities engaged in or contemplated by Abilene ISD.
    - Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the district, except as otherwise provided.
    - Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment.

- Failing to provide financial records required by state or local entities.

- Failing to disclose conflicts of interest as required by law or Abilene ISD policy.

- Any other dishonest act regarding the finances of the district.

FINANCIAL CONTROLS AND OVERSIGHT

Each employee who supervises or prepares Abilene ISD financial reports or transactions shall set an example of honest and ethical behavior and shall actively monitor his or her area of responsibility for fraud and financial impropriety.

FRAUD PREVENTION

The Superintendent or designee shall maintain a system of internal controls to deter and monitor for fraud or financial impropriety in the district.

REPORTS

Any person who suspects fraud or financial impropriety within Abilene ISD shall report the suspicions immediately to the Superintendent, Principal, CFO, or designee, the Board President, or local law enforcement.

Reports of suspected fraud or financial impropriety shall be treated as confidential to the extent permitted by law. Limited disclosure may be necessary to complete a full investigation or to comply with law. All employees involved in an investigation shall be advised to keep information about the investigation confidential.

PROTECTION FROM RETALIATION

Neither the Board nor any Abilene ISD employee shall unlawfully retaliate against a person who, in good faith, reports perceived fraud or financial impropriety.

FRAUD INVESTIGATIONS

In coordination with legal counsel and other internal or external departments or agencies, as appropriate, the Superintendent, Board President, or a designee shall promptly investigate reports of potential fraud or financial impropriety.

RESPONSE

If an investigation substantiates a report of fraud or financial impropriety, the Superintendent or designee shall promptly inform the Board of the report, the investigation, and any responsive action taken or recommended by the administration.

If an employee is found to have committed fraud or financial impropriety, the Superintendent or designee shall take or recommend appropriate disciplinary action, which may include termination of employment. If a contractor or vendor is found to have committed fraud or financial impropriety, the Superintendent shall take appropriate action, which may include cancellation of the district's relationship with the contractor or vendor.

When circumstances warrant, the Board, Superintendent, or designee may refer matters to appropriate law enforcement or regulatory authorities. In cases involving monetary loss to Abilene ISD, the district may seek to recover lost or misappropriated funds.

The final disposition of the matter and any decision to file a criminal complaint or to refer the matter to the appropriate law enforcement or regulatory agency for independent investigation shall be made in consultation with legal counsel.

ANALYSIS OF FRAUD

After any investigation substantiates a report of fraud or financial impropriety, the Superintendent or designee shall analyze conditions or factors that may have contributed to the fraudulent or improper activity. The Superintendent or designee shall ensure that appropriate administrative procedures are developed and implemented to prevent future misconduct.

Agenda Item:

Abilene Independent School District Board Document

Meeting Date: July 6, 2026 Meeting Type: Regular Board Meeting

Item Type: Consent Future Action Required: No If Yes, Month: N/A

Subject: Stafford- ADSY Weather Days Waiver

Background Information:
TEA allows districts to request waivers for instructional days missed due to inclement weather when those days are required as part of the adopted school calendar.

For the 2025-2026 school year, Stafford Elementary adopted an Additional Days School Year (ADSY) calendar, which requires a minimum of 175 instructional days. Campuses participating in ADSY are eligible to request up to five ADSY waivers for missed instructional days due to weather, health, or safety-related reasons.

School was canceled January 26-28, 2026, due to inclement weather. If the district applies for and receives approval for the waiver, these three missed days will count toward Stafford's minimum 175-day instructional requirement.

The district is requesting an ADSY waiver for the three missed instructional days at Stafford Elementary.

The waiver request must include the reason for the missed instructional days, documentation supporting the reason for the closure, evidence of a board-approved 175-day calendar, and the date of board approval.

ABILENEISD
CONNECT • LEAD • SUCCEED

Attached Supporting Documents:
TEA Application for Additional Days School Year (ADSY) from TEAL
Stafford ADSY Calendar

Fiscal Implications:
District will generate funding for the days applied in the waiver.

Administrative Recommendation:
Approve the submission of the Waiver requests.

Contact Person: Lyndsey Williamson

ABILENEISD
CONNECT · LEAD · SUCCEED

Proposed Stafford Elementary ADSY Calendar

2025-2026 Academic Calendar

Jul 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Aug 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	{12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						14

Sep 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
						20

Oct 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9}	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						20

Nov 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						15

Dec 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18*}	19	20
21	22	23	24	25	26	27
28	29	30	31			
						14

Jan 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	{6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						18

Feb 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
						18

Mar 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6}	7
8	9	10	11	12	13	14
15	{16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						17

Apr 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
						20

May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21*	22	23
24	25	26	27	28	29	30
31						15

Jun 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Student Days

Total Student Minutes	84545
State Required Minutes	76095
Minute Difference	8450

Key Dates

AISD First Day of Classes	12-Aug-25
Last Day of Stafford Classes	27-May-26
ADSY Days (6)	May 28-June 4

Holidays

Labor Day	1-Sep
Columbus Day	13-Oct
Thanksgiving	27-Nov
Christmas Break	December 22-January 2
MLK Holiday	19-Jan
President's Day (student holiday)	16-Feb
Spring Break	9-13 Mar
Memorial Day	25-May
Juneteenth	June 19, Holiday June 18
Independence Day	7/4/2025, Holiday July 3

This proposed calendar utilizes a 445 minute school day.

Calendar Key

{ } Semester Grading Period Begins or Ends
Professional Development Day
Holidays
Alternative Staff Development Day (AISD Closed)
Work Day
Additonal Days School Year Days (ADSY)
* Early Release Days

First Semester Days - 83
Second Semester Days 98

Teacher Days

Days with students	181
Professional Development Days	7
Work Days	4
Alternative Staff Development	3
Total Teacher Days	195

Abilene Independent School District Board Document - Agenda Item VIII

Meeting Date: July 6, 2026 Meeting Type: Regular Meeting

Item Type: Public Hearing Future Action Required: NO If Yes, Month: N/A

Subject: Public Hearing on Every Student Succeeds Act (ESSA) Application

---

Background Information:

The Every Student Succeeds Act (ESSA) is the primary federal education law holding public schools accountable for student achievement and ensuring equitable access to quality education. ESSA provides supplementary grant funding through multiple titles (Titles I–IV) for which Abilene ISD routinely applies. As a prerequisite for allocating these funds, the district is required to engage stakeholders to gather input on planned expenditures. The public hearing on July 6, 2026, fulfills this compliance requirement.

Fiscal Implications:

The current planning amount for Abilene ISD for the 2026-27 school year is $7,009,500.00 .

Contact Person:

Shannon Marshall, Director – Federal Programs, ext. 8264

ABILENE ISD
CONNECT • LEAD • SUCCEED

ESSA Grant Application Public Hearing

Shannon Marshall, Director of Federal Programs



INTENT

- Purpose of Every Student Succeeds Act (ESSA)
- Stakeholder Input
- AISD Planning Amounts
- Focus & Plan Moving Forward

ABILENE ISD

Consultation Requirements

Required Stakeholder Input

- ESSA Planning Committee Meetings
- Survey Stakeholders
- School Board Meeting/Public Comment

ABILENE ISD

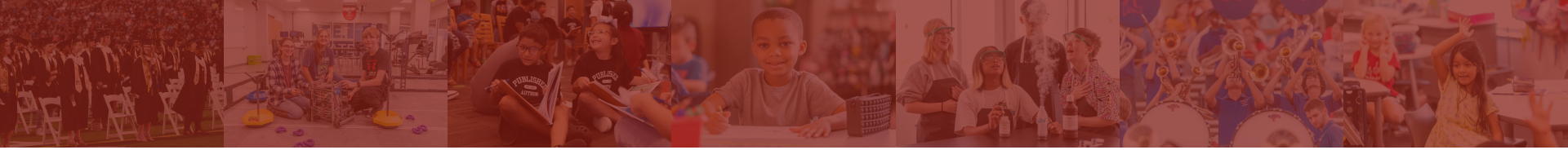


PURPOSE

ESSA provides **funding** to target **identified needs** of **disadvantaged** and **high need students**.

- Students living in poverty
- Minorities
- Students with disabilities
- Emerging bilingual students

ABILENE ISD



FUNDING - Planning Amounts

PROGRAM	PURPOSE	2026-27 PLANNING	2025-26 PLANNING	2025-26 FINAL
Title I, Part A	Improving Basic Programs	$5,661,960	$5,287,705	$5,469,882
Title I, Part C	Migrant Students	$4,415	$2,276	$0
Title I, Part D	Neglected & Delinquent Youth	$19,241	$61,281	$63,462
Title II, Part A	Supporting Effective Instruction	$805,994	$678,277	$694,970
Title III, Part A	Immigrant	$0	$30,628	$31,613
Title III, Part A	English Learners	$123,493	$115,841	$114,534
Title IV, Part A	Student Support & Academic Enrichment	$394,397	$420,356	$435,996
TOTAL ESSA FUNDS		$7,009,500	$6,596,364	$6,810,457



FOCUS

- Internal Audits
- Aligning Funds with Needs
- Leveraging Funds
- Intentionality and Focus

ABILENE ISD



2026-27 ESSA Program Summary

Supplementary

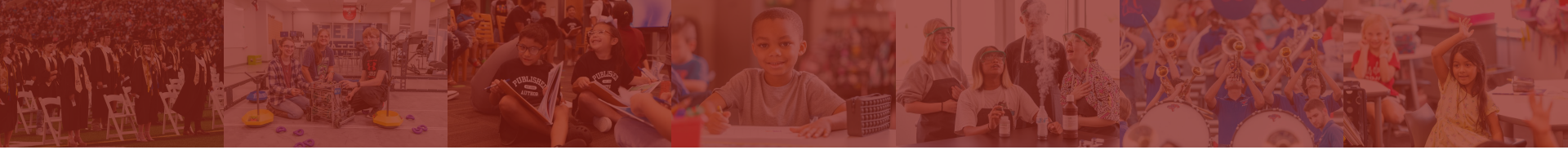
- Staffing
- Instructional Supplies/Materials
- Technology (devices and online resources)

Services for English Learners

Services to Provide a Well-Rounded Education

Parent and Family Engagement

ABILENE ISD



CONCLUSION

- Purpose of Every Student Succeeds Act (ESSA)
- Importance of the Stakeholder
- AISD Planning Amounts
- Focus & Plan Moving Forward
- Questions & Input

Abilene Independent School District Board Document - Agenda Item IX. A.

Meeting Date: July 6, 2026 Meeting Type: Regular Meeting

Item Type: Consent Future Action Required: Yes If Yes, Month: August

Subject: The board will consider approval for Head Start/Early Head Start Self-Assessment and Improvement Plan and Program Goals.

Background Information:

The Office of Head Start requires regular communication with the governing body and Parent Policy Council. To maintain this communication, documents related to Head Start school readiness and Head Start Program Goals are provided for your information.

The *25-26 School Readiness Data Analysis* for Long ELC's Head Start program in chart form and narrative form. This analysis for Head Start children only. The data depicts progress in the following learning domains of development: Approaches to Learning, Social & Emotional Development, Language & Literacy, Cognition, Perceptual, Motor, and Physical Development.

The 25-26 AISD Early Head Start and Head Start Program Goals has the school readiness data embedded but also holds an analysis of progress for the entire year in all component areas: Health Services, Disabilities, Mental Health, Family Services, ERSEA, Education, Fiscal, Safety, and Administrative.

The *25-26 Head Start Self-Assessment Executive Overview* explains the self-assessment process, the program's strengths, and plans for improvement for the 26-27 program year. Throughout this process, component areas reviewed and reflected on data, systems, and processes of Head Start to ensure not only compliance, but also refinement of good practices that could serve our community better. This self-assessment will be presented at the regular meeting on July 6, 2026, and will be on the consent agenda for approval in August.

Attached Supporting Documents:
25-26 Abilene ISD Head Start School Readiness Data Analysis
25-26 Abilene ISD Head Start School Readiness Narrative
25-26 AISD Early Head Start and Head Start Program Goals and Actions
25-26 Head Start Self-Assessment Executive Overview

Fiscal Implications:
Head Start generates more than $6.2 million in revenue to fund services to 521 children and their families ages 0-5.

Administrative Recommendation:
Accept the 25-26 Head Start Self-Assessment and approve the AISD Head Start Program Goals and Actions.

Contact Person:
Julie Wilson, Director for Early Childhood, ext. 3113

Abilene ISD Head Start School Readiness Data Analysis

2025-2026

SCHOOL READINESS DOMAIN	SCHOOL READINESS GOALS Head Start children entering kindergarten will show growth in areas such as:	CLI ENGAGE Assessment	Beginning of Year (Wave 1) % toward expected outcome	Mid-Year (Wave 2) % toward expected outcome	Average Growth from BOY (Wave 1) to MOY (Wave 2)	End of the Year (Wave 3) % toward expected outcome	Average Growth from BOY (Wave 1) to EOY (Wave 3)
Approaches to Learning	Begin and finish activities with persistence, attention, flexibility	**e-DECA:** Initiative	83%	84%	1%	92%	9%
		e-DECA: Self-Regulation	87%	87%	0%	91%	4%
	Demonstrate creativity of thinking and expression	**e-DECA:** Total Protective Factor	84%	85%	1%	91%	7%
Approaches to Learning Average			**85%**	**86%**	**1%**	**91%**	**6%**
Social & Emotional Development	Recognize, express, and manage emotions with increasing independence	**Social Emotional Behaviors:** Emotional & Behavior Regulation	66%	78%	12%	84%	18%
	Develop a sense of belonging, relationships, and problem- solving skills	**Social Emotional Behaviors:** Positive Social Behaviors	65%	78%	13%	84%	19%
Social & Emotional Development Average			**65%**	**78%**	**13%**	**84%**	**19%**
Language & Literacy	**Language & Communication:** Show understanding of increasingly complex language, questions, and stories from others, and respond appropriately	Speech Production & Sentence skills	96%	112%	16%	121%	25%
	Show a steady increase in the variety and use of vocabulary	Rapid Vocabulary 1,2,3	67%	86%	19%	97%	30%
	Literacy: Recognize at least half of the letters of the alphabet and their sounds	Rapid Letter Naming	46%	72%	26%	102%	56%
		Letter-Sound Correspondence	16%	26%	10%	37%	21%
	Progressively write letters to convey meaning	Early Writing Skills	59%	83%	24%	101%	42%

Updated 5/5/26, AJ

	Demonstrate understanding that spoken language is composed of smaller segments of sound (phonological awareness)	**Phonological Awareness Section:** Syllabication Onset-Rime Alliteration Rhyming 1	Syllabication 23% Onset-Rime 22% Alliteration 57% Rhyming 1 68%	Syllabication 39% Onset-Rime 41% Alliteration 60% Rhyming 1 73%	16% 19% 3% 5%	Syllabication 55% Onset-Rime 58% Alliteration 68% Rhyming 1 77%	Syllabication 32% Onset-Rime 36% Alliteration 11% Rhyming 1 9%
Language & Literacy Average			**50%**	**66%**	**15%**	**80%**	**30%**
Cognition	**Mathematics:** Understand the relationship between numbers & quantities Recognize and **extend** patterns	**Math:** Rote Counting Number Discrimination Number Naming Shape Discrimination Counting Sets Operations **Optional Math:** Patterns Real World	Rote Counting 20% Number Dis. 59% Num Naming 48% Shape Dis. 77% Counting Sets 42% Operations 26% Patterns 41% Real World 45%	Rote Counting 33% Number Dis. 71% Num Naming 67% Shape Dis. 88% Counting Sets 60% Operations 40% Patterns 50% Real World 53%	13% 12% 19% 11% 18% 14% 9% 8%	Rote Counting 48% Number Dis. 76% Num Naming 80% Shape Dis. 95% Counting Sets 74% Operations 51% Patterns 53% Real World 60%	28% 17% 32% 18% 32% 25% 11% 16%
	Scientific Reasoning: Sort/classify objects by complex attributes such as weight, sound, smell, functions, characteristics, etc.	**Math/ Science:** Shape Naming	64%	80%	16%	91%	27%
	Make predictions, investigations, and conclusions	**Science**	82%	91%	9%	98%	16%
Cognition Average			**50%**	**63%**	**13%**	**70%**	**20%**
Perceptual, Motor, and Physical Development	Control large muscle skills (running, hopping, balancing, climbing)	**Physical Development and Health Checklist:** Gross Motor	77%	88%	11%	92%	15%
	Control small muscle skills (pencil grip, cutting, painting, etc.)	**Physical Development and Health Checklist:** Fine and Visual Motor	78%	89%	11%	93%	15%
	Identify and practice safe and healthy habits (dental health, toileting, hand-washing, healthy food choices, safety practices, etc.)	**Physical Development and Health Checklist:** Health	77%	92%	15%	94%	17%

Perceptual, Motor, and Physical Development Mastery	**77%**	**89%**	**12%**	**93%**	**16%**

Abilene ISD Head Start
School Readiness Data Analysis Narrative
2025-2026

During the 2025-2026 school year, we assess our learners formally three times throughout the year on our program's School Readiness Goals using the CLI Pre-K Online Progress Monitoring Tool (CLI). These goals are found in four domains: Social/Emotional Development; Language & Literacy; Cognition (Mathematics & Scientific Reasoning); Perceptual, Motor & Physical Development. Our program uses the Devereux Early Childhood Assessment (e-DECA) to monitor skills in the domain of Approaches to Learning. This assessment supports and tracks resilience and social-emotional health.

CLI Data is collected in two ways: one to one (student/teacher) testing and teacher observables. The e-DECA assessment data is based on teacher observations through a checklist. We report individual student data to parents three times - after each assessing window. To aggregate data, we find the average score of each measure in all domains from the beginning, middle and end of the year. We also calculate the percent of growth of each average from the beginning to the middle of the year, as well as from beginning to the end of the year. The average scores will be compared to CLI Progress Monitoring Tool's expected formal benchmark score (expected outcome) on assessments in the 4.5 years of age range and above since the majority of our children turn 5 years old before the end of the school year. Some assessments do not have expected formal benchmarks, so the maximum score will be used as the expected outcome.

Through aggregation and analysis of the beginning of the year (WAVE 1) data, our program established a baseline measure of our learners' School Readiness goals. All three waves of assessment data are analyzed and used to plan focused instruction for individualization and to improve program practices overall.

<u>Beginning of the Year (WAVE 1)</u>
Our highest percent toward the end of year expected outcome was in Speech Production and Sentence Skill with 96%. This skill of showing understanding of increasingly complex language, questions, and stories from others, and responding appropriately is within the Instructional Support Domain of the CLASS Observation Tool.
Our program will continue these successful practices:

- CLASS Observations with specific feedback for each classroom
- Practice Based Coaching Cycles with goals aligning to the Instructional Support Domain
- STEM Kit implementation
- Hands-on learning experience throughout the day
- Pre-planned higher level thinking questions
- Theme Planning Collaboration Document
- Curriculum & Instruction and Technology Integration Faculty Meetings
- Multi-sensory Outdoor Learning Experiences

The area we found for continual instructional development, training and coaching was in the Language and Literacy Domain: Letter-Sound Correspondence. The baseline for this assessment is 16% toward the end of year expected outcome. Strategies to promote progress in the Language and Literacy domain of Letter-Sound Correspondence:

- Practice Based Coaching Collaboration & Plans
- Cognitive Transitions

- Staff Development in CLASS Instructional Support Domain
- Set shared School Readiness Goals with parents
- Lesson Plan Requirements Checklist
- Individualized Instruction and Documentation
- Continued teaching of Heggerty, a supplemental Phonological Awareness Curriculum.
- Professional Development, Data Analysis and Planning
- Continued Professional Development and implementation of Heggerty, a supplemental phonemic awareness curriculum
- All teachers have focused on this goal during Professional Learning Communities (PLC) to track progress throughout the school year

Middle of the Year (Wave 2)

Our program's highest area toward the EOY expected outcome at the Mid-Year Assessment was in Science which falls in the Cognition Domain with 91%. There was an increase of 9% going from 82% toward the expected EOY outcome at the beginning of the year to 91% at mid-year. The area with the largest average growth from the Beginning of the Year to the Mid-Year Assessment was in Rapid Letter Naming which is in the Language and Literacy Domain. This increased from 46% toward the EOY expected outcome at the beginning of the year to 72% yielding a 26% growth.

Our program will continue these successful practices:

- Purposeful Planning & Curriculum Fidelity
  -engaging learning experiences with a variety of modalities and materials to enhance fine motor skills
  -individualized small group instruction based on child's needs as seen in data
  -focus on developmentally appropriate practices and understanding of the writing process in young children

An emphasis for continual instructional development, training and coaching is once again the Language & Literacy domain specifically in the area of Letter-Sound Correspondence. Letter-Sound Correspondence increased by 10% with a 26% average toward the end of the year expected outcome.
After analyzing this data, our plan is to continue successful instructional strategies in all domains, with a heightened focus on these goals from the Language and Literacy Domain.

We will add the following practices to the Beginning of the Year strategies:

- Strategies or Interventions suggested by Student Support Team Meetings (SST) and implemented and documented by teacher
- New teachers will continue learning Best Practices for instruction through CIRCLE trainings
- Intentional individualized instruction through small groups based on child data
- Use transition time to maximize experiences with Phonological Awareness and letter names/sounds
- Student individual tracking and monitoring will be done through the PLC process

*Evidences of this analysis and plan can be found in Head Start Early Learning Outcomes School Readiness Goals, Weekly Lesson Plans, individualization documentation, SST Records, Practice-Based Coaching Teacher Goals, T-TESS Goals, Data Analysis Staff Meeting, Staff Training/Development Records, CLASS Observation data and Student Learning Objective Tracking

End of the Year (WAVE 3)

Our highest percentage of average growth from the beginning of the year (Wave 1) to final assessment (Wave 3) was in the domain of Language and Literacy in the area of Rapid Letter Naming with 56% growth. The percent toward CLI's expected outcome grew from 46% at the beginning of the year to 102% at the end of year. Our program will continue to use these successful program practices:

- Intentional small group instruction
- Practiced Based Coaching cycles to improve instructional practices
- Letter knowledge practice integrated throughout the learning day, including transitions
- Developmentally appropriate learning experiences and real world application
- Parents set School Readiness goals for their family
- Lesson Plan Required Elements Checklist
- Continued Professional Development in the CLASS Instructional Support Domain

After our analysis in the 2025-2026 school year, our program's area for continual growth is in the Language and Literacy Domain in the area of Letter-Sound Correspondence with 37% toward the expected outcome during the end of year assessment. Even though this is our lowest area of achievement, there was a 21% growth throughout the year from 16% to 37% toward the expected outcome. To ensure continual progress in this area, teachers will continue to use the following strategies:

- New teachers will continue learning instructional strategies through weekly CIRCLE trainings, specifically Letter Knowledge with sounds included
- Intentional individualized instruction through small groups based on child data
- Use transition time to maximize experiences with Phonological Awareness and letter names/sounds

Plans for 2026-2027

After analyzing each wave of the 2025-2026 CLI assessment data, growth was seen in each domain of the Head Start School Readiness Plan. To continue this positive progress in the future, our program will continue to practice the following:

- Teachers will continue to focus their Student Learning Objectives in the Language and Literacy Domain, Mathematics or an individualized area of need.
- Practice Based Coaching cycles will relate directly to Student Learning Objectives (SLO) written by the teacher based on individual student and class data analysis of the School Readiness skills.
- Continue the tracking of School Readiness goals, which are created by parents in collaboration with the classroom teacher after review of their child's assessment data.
- Differentiated instruction will be planned and documented according to formal and informal data and parent input to improve students' School Readiness skills.
- Teachers will continue to strengthen their understanding and implementation of Heggerty, a daily supplemental curriculum that targets explicit and systematic Phonological/Phonemic Awareness lessons. This curriculum vertically aligns with Kindergarten.
- Professional Development will include developmentally appropriate instructional strategies to promote quality teaching practices and learning experiences: new curriculum, Scholastic PreK on My Way, CIRCLE (Language & Literacy), CLASS Domains, Heggerty and Conscious Discipline.

*Evidences of this analysis and plan can be found in Head Start Early Learning Outcomes School Readiness Goals, Weekly Lesson Plans, individualization documentation, SST Records, Practice-Based Coaching Teacher Goals, T-TESS Goals, Data Analysis Staff Meeting, Staff Training/Development Records, CLASS Observation data and Student Learning Objective Tracking

Head Start Program Goals, Objectives & Action Plan
FY 2026

The Abilene ISD's Early Childhood Program has many strengths including strong community partnerships and tenured employees who have extensive experience with Early Head Start and Head Start children and families. The programs also have a long history of high performance and excellent on-site reviews with the most recent being a CLASS (Class Assessment Scoring System) onsite review December 2-6, 2019, and a Focus Area Two (FA2) monitoring review January 27-31, 2020. In October 2023, the program participated in a Focus Area One (FA1) monitoring review and was fully compliant on all Performance Standards. The program will participate in a CLASS review November 25, 2024-February 21, 2025. The program also participated in a Focus Area Two (FA2) review March 3-7, 2025. Both reviews resulted in full compliance.

The AISD's Early Childhood Program's Annual Self-Assessment was completed during the spring of 2025 and approved by the Policy Council in August of 2025. Data analyzed from staff, community members and families revealed there were no non-compliance issues. Data from both programs indicated that all learners demonstrated growth in all school readiness goals. The area for continual instructional growth and training in Head Start was found in the Language and Literacy area. The programs determined that mentor coaches and staff development training would, over time, strengthen staff's abilities to teach children needed skills. Parental involvement and development of parenting skills were also noted areas for growth.

The Community Assessment, discussed and approved by the Policy Council on November 18, 2025, revealed a growing trend from parents expressing significant needs in a wide range of areas including knowledge of community resources and childcare. Data collected through the Community Assessment also revealed that children need strong academic, social, and emotional skill development.

Based on data collected, analyzed, and disaggregated, AISD Early Childhood leadership team determined that the following goals, objectives, and action steps would be used to strengthen the teaching and learning processes. The goals and objectives were reviewed and approved by the Policy Council on December 15, 2025.

Goal 1: Early Childhood Program will use the Head Start Early Learning Outcomes Framework to ensure all children receive quality comprehensive services, integrated across all program areas.

Measurable Performance Objective 1:

- Children's outcome data, from the beginning of the year to the end of the year, will demonstrate an average of 15% increase in cognitive, social/emotional, and physical development skills based on the school readiness plan.
- Early Head Start child's outcome data is determined where children are developmentally through the use of the GOLD assessment tool that compares their progress to other children in their age group nationwide. This assessment determines where they are within widely held expectations. Children will demonstrate skills in social/emotional, physical, language, cognitive, literacy, and math within the upper 75% as compared to other children in their age group nationwide.

Expected Outcome(s):

- Typically developing students will transition from the program(s), demonstrating age-appropriate school readiness skills.

Progress/Outcomes:

- BOY data taken from CLI Engage Progress Monitoring Tool showed the following percent toward the end of the year expected outcome: Cognition-57%, Social/Emotional-65%, and Physical Development-77%.
- BOY data as of October 27, 2025, Teaching Strategies GOLD showed the following percent toward the beginning of the year expected outcome: Social/Emotional 87.59%, Physical 93.08%, Language 83.08% , Cognitive 93.85% , Literacy 89.23% , Math 85.71% .
- MOY data taken from CLI Engage Progress Monitoring Tool showed the following percent toward the end of the year expected outcome: Cognition-63%, Social Emotional-78% and Physical Development-89%.
- MOY data taken from Teaching Strategies Gold showed the following percent toward the end of year expected outcome: Social/Emotional 87%, Physical 88%, Language 86%, Literacy 91%, Mathematics 92%.
- EOY data taken from CLI Engage Progress Monitoring Tool showed the following percent toward the end of the year expected outcome: Cognition-93%, Social/Emotional-84% and Physical Development-93%. Growth was made in all developmental domains.
- EOY data taken from Teaching Strategies Gold showed the following percent toward the end of year expected outcome: Social/Emotional 90%, Physical 94%, Language 79%, Literacy 93%, Mathematics 71%.

Challenges:

- A number of students with a diagnosed disability and several others that will be evaluated for ECI.
- Teacher turnover.
- The increasing use of screen time at home with families.

Measurable Performance Objective 2:

- The percentage of Early Head Start/Head Start parents indicating that they have the skills to support the needs of their children on the Family Strengths/Needs Outcomes data will increase by 10% from the beginning of the year to the end of the year.

Expected Outcome(s):

- Parents will indicate they have gained additional skills to support the needs of their children.

Progress/Outcomes:

- The Family Needs Assessment for Crockett showed the highest reported percentage of families BOY outcome per domain.
    - Family Well Being 45% (Thriving)
    - Parent-Child Relationships 33% (Self-Sufficient)
    - Families as Lifelong Educators 43% (Engaged)
    - Families as Learners 29% (Emerging)
    - Family Engagement in Transition 29% (Self -Sufficient)
    - Family Connection to Peers and Community 60% (Engaged)
    - Families as Advocates and Leaders 55% (Vulnerable)

The Family Needs Assessment for Long ELC showed the highest reported percentage of families BOY outcome per domain.

- Family Well Being 58% (Thriving)
- Parent-Child Relationships 61% (Thriving)
- Families as Lifelong Educators 94% (Emerging)
- Families as Learners 33% (Thriving)
- Family Engagement in Transition 69% (Thriving)
- Family Connection to Peers and Community 41% (Thriving)
- Families as Advocates and Leaders 52% (Vulnerable)

- The Family Needs Assessment for Long ELC showed the highest reported percentage of families MOY outcome per domain.
  - Family Well Being 59% (Thriving)
  - Parent-Child Relationships 69% (Thriving)
  - Families as Lifelong Educators 78% (Engaged)
  - Families as Learners 35% (Thriving)
  - Family Engagement in Transition 85% (Thriving)
  - Family Connection to Peers and Community 45% (Thriving)
  - Families as Advocates and Leaders 54% (vulnerable)

- The Family Needs Assessment for Crockett showed the highest reported percentage of families MOY outcome per domain.
  - Family Well Being 47% (Thriving)
  - Parent-Child Relationships 38% (Self-Sufficient)
  - Families as Lifelong Educators 65% (Self Sufficient)
  - Families as Learners 28% (Emerging)
  - Family Engagement in Transition 34% (Thriving)
  - Family Connection to Peers and Community 67% (Engaged)
  - Families as Advocates and Leaders 45% (Vulnerable)

- The Family Needs Assessment for Long ELCt showed the highest reported percentage of families EOY outcome per domain.
  - Family Well Being 63% (Thriving)
  - Parent-Child Relationships 71% (Thriving)
  - Families as Lifelong Educators 88% (self sufficient)
  - Families as Learners 40% (Thriving)
  - Family Engagement in Transition 87% (Thriving)
  - Family Connection to Peers and Community 46% (Thriving)
  - Families as Advocates and Leaders 51% (vulnerable)

- The Family Needs Assessment for Crockett showed the highest reported percentage of families EOY outcome per domain.
  - Family Well Being 49% (Thriving)
  - Parent-Child Relationships 42% (Self-Sufficient)
  - Families as Lifelong Educators 56% (Thriving)
  - Families as Learners 28% (Self-Sufficient)
  - Family Engagement in Transition 39% (Thriving)
  - Family Connection to Peers and Community 62% (Engaged)
  - Families as Advocates and Leaders 48% (Vulnerable)

Challenges:

- New ways to engage parents in center/community activities

Goal 2: The AISD Early Childhood Program will create and maintain a positive classroom environment that strengthens social/emotional, communication, and problem-solving skills for children and staff.

Measurable Performance Objective 1:

- Through staff development and coaching, Head Start instructional staff will obtain an average Emotional Support domain score on CLASS observation of at least 6.0, as demonstrated through formal/informal observations and assessment data.
- Through staff development and coaching, Early Head Start instructional staff will demonstrate an average score on ITERS-3 of at least 5.0.

Expected Outcome(s):

- Staff outcomes data will demonstrate competency in social/emotional, self-regulation, and problem-solving skills. Increased staff competency will result in improved classroom instruction and support students' progress toward school readiness goals.

Progress/Outcomes:

- As of October 27, 2025 BOY classroom ITERS-3 observations started and will be finished by the Christmas break.
- As of December 19th, 2025 all ITERS-3 classroom observations have been completed and all classrooms except one scored a 5.0 or above. 2 teachers were referred for coaching beginning January 6, 2026.
- As of May 14, 2026 all teachers were observed by Texas Rising Star and we maintained our 4 Star rating.
- Mental Health Coordinators complete a Mental Health Observation in each classroom twice yearly. As of October 27, 2025, all classrooms have been observed using CLASS and Conscious Discipline criteria and any social-emotional concerns have been addressed.
- Mental Health Coordinators initiated the second and final round of Mental Health Observations on January 20, 2026 in support of positive classroom climates. Mental Health Observations are ongoing, and any social-emotional concerns will be noted and attended to in collaboration with the classroom teacher.
- Classrooms will continue to set goals with academic coaches that align with the CLASS/ITERS-3 tool. They will receive feedback to gain a deeper understanding of how adult interactions impact learning.
- End of the year CLASS scores reported the program was 6.276 in Emotional Support which exceeded expectations.

Challenges:

Measurable Performance Objective 2:

- Through the implementation of a social/emotional curriculum, Head Start students' initially demonstrating social emotional needs on eDECA will show an increase in total protective factor, self-regulation, initiative, behavior and attachment by 10% from the BOY to EOY assessments.
- eDECA definitions:
  - ✔ Self-regulation: being able to manage/regulate emotions
  - ✔ Attachment: healthy bond with caregivers
  - ✔ Initiative: independent care
  - ✔ Behavior: ability to function appropriately in any/all settings
  - ✔ Total Protective Factor: resiliency
- Early Head Start students initially demonstrating social emotional needs on e-DECA will demonstrate a 10% increase in initiative, attachment and self-regulation skills from the BOY to EOY.
- eDECA definitions:
  - ✔ Self-regulation: being able to manage/regulate emotions
  - ✔ Attachment: healthy bond with caregivers
  - ✔ Initiative: independent care
  - ✔ Behavior: ability to function appropriately in any/all settings

- ✔ Total Protective Factor: resiliency

Expected Outcome(s):

- Student outcomes data will demonstrate an increase in age appropriate social/emotional, self-regulation, and problem-solving skills.

Progress/Outcomes:

- Every Head Start students are evaluated using the e-DECA Social Emotional Assessment within 45 days of enrollment. As of October 27, 2025, beginning of year e-DECA data demonstrated the following percentages of need across the factors measured:
    - Total Protective Factors - 16%
    - Initiative - 17%
    - Attachment & Relationships - 23%
    - Self-Regulation - 13%
    - Behavioral Concerns - 14%
  - For infant/toddlers
    - Total Protective Factors - 16%
    - Initiative:- 16%
    - Attachment & Relationships - 18%
    - Self-Regulation - 16%
- Mid-year e-DECA assessment data reflected overall stability across most factors, with positive growth noted in Initiative and Total Protective Factors, as evidenced by a decreased level of need. As of February 2nd, 2026, e-DECA data exhibited the following percentages of need:
    - Total Protective Factors - 14%
    - Initiative - 16%
    - Attachment & Relationships - 23%
    - Self-Regulation - 13%
    - Behavioral Concerns - 14%

  Infant/Toddlers
    - Total Protective Factors - 8%
    - Initiative:- 18%
    - Attachment & Relationships - 39%
    - Self-Regulation - 22%
- End-of-year e-DECA assessments were completed on April 23, 2026. From mid-year to end-of-year, e-DECA data indicates an overall decrease in student need across most protective factors. Total Protective Factors decreased from 14% to 9%, with notable improvements in Initiative (16% to 8%), Attachment & Relationships (23% to 12%), and Self-Regulation (13% to 9%). Behavioral Concerns showed a slight increase from 14% to 16%, suggesting an area for continued focus. Overall, the data reflects positive growth in students' social-emotional development.
    - Total Protective Factors - 9%
    - Initiative - 8%
    - Attachment & Relationships -12%
    - Self-Regulation -9%
    - Behavioral Concerns -16 %

  Infant/Toddlers
    - Total Protective Factors: 10%
    - Initiative: 0%
    - Attachment & Relationships: 20%
    - Self-Regulation: 10%

Challenges:

Goal 3: The AISD Early Childhood Program will engage with the community to provide comprehensive services needed by children and families to promote School Readiness.

Measurable Performance Objective 1:

- Head Start/Early Childhood will secure and maintain a minimum of 70 partnerships with community resources, enhancing service delivery to families.

Expected Outcome(s): Children and families will be connected to community services needed for self-sufficiency and to be school ready.

Progress/Outcomes:

- As of October 27, 2025 there are 9 Health Agreements in place with community partners to ensure that each child has the resource to have medical care that is essential for School readiness.
- In the fall an updated resource list is provided to families, to ensure they have the resources they may be in need of.
- The program continues to utilize community partners, as a referral source for families, as well as provide opportunities for partners to participate in HS campus events, including staff training and parent engagement activities.
- HS hosts a Health/Mental Health Community Services Advisory Committee luncheon twice a year to network and allow agencies to hear program updates, as well as share updates regarding agency services.
- Family Advocates participate in the community Basic Needs Network, quarterly.
- The Fall Services Advisory Committee meeting was held November 13, 2025, bringing together our community partners. and sharing updates regarding each agency.
- The Spring Services Advisory Committee meeting was held March 19, 2026.
- Currently, there are 58 partnerships completed with community partners.

Challenges:

- Oral appointments continue to be a struggle to obtain appointments with the population of prenatals.

Measurable Performance Objective 2:

- Head Start/Early Head Start will increase engagement with community partners/agencies by providing training opportunities at a minimum of 3 times per year for staff and/or community members.

Expected Outcome(s):

- Staff and community partners will have a deeper understanding of family needs and the services available to address those needs.

Progress/Outcomes:

- Long ELC held an Open House September 4th, the Abilene Public Library, Alliance for Women and Children and First Care Health Plans came to share information with our families.
- Crockett hosted a Community Resource Fair on September 17. There were 12 community agencies present and they provided families with agency information.
- Long ELC held a Community Helper Day on October 22nd, 12 Community Helper Organization brought their vehicles for students and staff to see and learn about their daily tasks.
- The Health, Mental Health and Community Services Advisory committee luncheon on November 13, 2025. Updates will be provided regarding HS/EHS program activities and each agency will have the opportunity to share updates regarding their agency.
- Crockett partnered with individuals, as well as community agencies to support the Neighborly Nibbles program. Food and monetary donations help provide each child a sack of non-perishable food on a weekly basis from November 7- December 18.
- Head Start hosted the Health, Mental Health and Community Services Advisory committee luncheon on March 19, 2026.
- Community Partners were present at Apply to Enroll to provide families with services.
- TX Dot and BCFS joined with Long ELC to host a car seat drive for families. During this time families were trained on how to install a car seat and the importance of car seat safety.
- Crockett partners with WIC and hosts quarterly on campus events, allowing families easier access to benefits and information.

- Abilene Public Library presented library information and storytime activities to CHS families during the Reading Under the Stars Spring event.
- Crocket hosted a Summer Infofest on May 6, with community partners on site to present information to families regarding low or no cost summer activities.

Challenges:

- Streamlining services for families

Goal 4: AISD Early Childhood Program will fully integrate technology for the purpose of high student and family engagement, academic success, and safety.

Measurable Performance Objective 1:

- Head Start/Early Head Start will increase staff knowledge through professional development related to technology utilized in the program by providing a minimum of 5 trainings per year.

Expected Outcome(s):

- Staff will be proficient in the use of technology needed to complete job-related responsibilities.

Progress/Outcomes:

- Technology training was provided on the following topics throughout the year: BOY technology, Cyber Security, Frontline & Eduphoria, student assessments, Remind and Go Engage.
- HS provides training and devices for each classroom to enhance GoEngage data collection, assessments, training opportunities and communication with parents.
- AISD technology provides training to support program initiatives.

Challenges:

Measurable Performance Objective 2:

- The Head Start/Early Head Start Program will increase opportunities for children to explore innovative, developmentally appropriate technology and learning materials by utilizing a minimum of $45,000 a year to purchase high-quality instructional materials.

Expected Outcome(s):

- Children will have the age-appropriate technological skills necessary to be successful in a twenty-first century classroom.

Progress/Outcomes:

- HS staff implement developmentally appropriate learning experiences with technology.
- HS teachers continue to use technology as an instructional method to ensure students have a vast array of learning experiences. Lesson plans are continually used to document technology usage weekly.
- HS is fiscally responsible when updating technology. Promethean boards, ipads, and laptops are purchased as needed.

Challenges:

Measurable Performance Objective 3:

- The Head Start/Early Head Start Program will utilize innovative technology and procedures during the instructional day 100% of the time to ensure the safety of students, parents and staff.

Expected Outcome(s):

- Students, parents, and staff will be able to teach and learn in a safe environment.

Progress/Outcomes:

- HS has support from Abilene Independent School District's Director of School Safety and Security.
- Our guests are identified at the door through a video intercom, screened through Raptor, and then given a sticker with their information on it to gain entry to our campuses.
- Cameras are on the interior and exterior of the buildings.
- All exterior doors and gates remain locked at all times. All interior doors remain locked during instruction time. Door sweeps are done weekly and put into Sentinel.
- Crisis go is utilized for communication during drills.
- Safety Drills are conducted every month. Crisis Go has been implemented to help with these drills. The drills are documented on Crisis Go and Sentinel monthly.
- The "Safety Team" meets once a month to go over safety issues that may have occurred, review safety protocols, emergency duties and to discuss how to keep our campus safe.
- Playgrounds and facilities are checked daily and/or weekly and documented for safety.
- Resistant film is on all exterior door windows and adjacent windows.
- Crash bars are on exterior gates at Crockett for emergency exit.

- HS has been approved for privacy slats for the fencing around campus. The installation of the slats will begin as soon as the Safety and Security team can schedule with the maintenance department.
- There are plans to get Crockett Head Start a School Zone.
- Crockett Transportation is in the process of getting a Smart Tags system.
- The School District has provided iPads at each entrance for district staff who move from campus to campus to check themselves in/out to show who is on campus at all times. If staff is visiting for personal reasons such as lunch with their student or meetings with teachers they must check in via Raptor with their drivers license.

Challenges:

- The city must approve the no parking zone we requested. This process has taken up to a year on other campuses in the district.
- The maintenance department will schedule time to come install the slats on the fences around Long and Crockett.

Measurable Performance Objective 4:

- The Early Childhood Program will utilize technology to complete data checkpoints and aggregate and disaggregate program data three times a year to inform continuous growth and improvement across all program areas.

Expected Outcome(s):

- The Program staff will monitor and adjust all aspects of program planning based on data outcomes.

Progress/Outcomes:

- Education aggregates and disaggregates school readiness data three times a year using the researched based online assessment system to generate data points. Teaching Strategies GOLD and CLI Engage Progress Monitoring Tool are the assessment tools used. The data is used by teachers to inform instruction and plan for individualization. Developmental screening data is tracked in Go Engage within 45 days of enrollment. Based on this beginning of the year, our program uses this data to support Practice Based Coaching Cycles, guide cognitive transitions, help parents set educational goals, plan, and implement individualized instruction and professional development opportunities.
- BOY data was analyzed on October 27, 2025. The data showed that the preschool's highest percentage towards EOY expected outcomes was in Speech Production with 96% and the lowest percentage was Letter-Sound Correspondence with 16%.
- Crockett's assessment data shows that EHS had their highest percentage toward expected outcomes in the Cognitive domain with.93.85% within Widely Held Expectations and the lowest score was in the Language domain with 83.08% within Widely held Expectations
- MOY Teaching Strategies Gold data showed the following percent toward the end of year expected outcome: Social/Emotional 87%, Physical 88%, Language 86%, Literacy 91%, Mathematics 92%.
- MOY CLI data was analyzed on January 30, 2026. Rapid Letter Naming had the largest growth from BOY to MOY with a 46% increase towards the EOY expected outcome. Science had the highest percentage towards the expected outcome with 91%. The area with continued need for improvement was in Letter Sound Correspondence with 26% toward the EOY expected outcomes.
- EOY data was analyzed on April 22, 2026. Rapid Letter Naming, under the Language & Literacy Domain had the largest growth from BOY to EOY with a 56% increase towards the EOY expected outcome. Speech Production & Skills had the highest percentage towards the expected outcome with 121%. The area with continued need for improvement was in Letter Sound Correspondence with a 37% toward the EOY expected outcomes.
- EOY data taken fromTeaching Strategies Gold showed the following percent toward the end of year expected outcome: Social/Emotional 90%, Physical 88%, Language 94%, Cognitive 93%, Literacy 82%, Mathematics 71%. Each domain showed progressive growth in each domain.

Challenges:

- A large number of students have been identified with a disability and are being served through ECI or AISD.
- The increasing use of screen time at home with families.
- Staff turnover

Goal 5: AISD Early Childhood Program will recruit and employ high-quality, effective staff who embrace diversity, utilize best practices, and understand the importance of student, family, and community engagement.

Measurable Performance Objective 1:

- The Head Start/Early Head Start Program will strengthen and enhance professional development, classroom environment and effective teaching practices by providing practice-based coaching to classroom staff 1 to 4 times monthly, depending upon the level of intensity needed by individual staff members.

Expected Outcome(s):

- Staff will demonstrate progress toward individualized professional development goals.

Progress/Outcomes:

- HS uses the method of Practice-based coaching to individualize professional development. Practice-based coaching is a cyclical process for guiding teachers' use of evidence-based practices for promoting positive child outcomes.
- HS teachers Complete a Needs Assessment during the first wave ending on October 25, 2024. This Needs Assessment is used to help teachers identify their strengths and challenges. Then, through collaborative partnership, with the coach, a goal and action plan are developed. Additionally, CLASS/ITERS -3 scores, School Readiness data, various checklists and informal classroom observations are used to guide teachers and the coaches in creating Practiced Based Coaching.
- Long ELC Wave 1 had a total 52 goals set within the following domains: Regard for Student Perspectives (1), Behavior Management (1), Productivity (5), Instructional Learning Formats (10), Concept Development (15), Quality of Feedback (9), Positive Climate (1) and Language Modeling (2). Of those Goals, 8 were mastered in the following domains: Productivity (7), Instructional Learning Formats (1).
- Crockett set 50 goals during this wave. 29 goals have been met, We are continuing 21 goals into the next wave.
- As of January 25, 2026, a total of 5 goals were mastered in the following domains: Productivity (4), Concept Development (1). Ongoing and new goals were set in the following domains: Regard for Student Perspectives (10, Behavior Management (1), Concept Development (9), Quality of Feedback (6), Language Modeling (2) and Positive Climate (1).
- As of January 30, 2026 2 goals were mastered in classroom management. 3 goals are ongoing in professional development. 2 goals are set for language development.
- Academic Coaching continued through the end of the year. As of April 24, 2026, the following goals were complete: Teacher Sensitivity (9), Productivity (2), Concept Development (3), Quality of Feedback (6) and Language Modeling (10). The following goals were ongoing: Teacher Sensitivity (2), Productivity (1), Concept Development (3) and Language Modeling (5).

Challenges:

- Due to new teaching and support staff, more goals were set in order to support the new staff.
- Absences also play a factor in challenges.
- Staff turnover is an ongoing challenge.

Measurable Performance Objective 2:

- 100% of Head Start/Early Head Start instructional staff will be highly qualified to provide a rigorous and relevant learning environment.

Expected Outcome(s):

- Instructional staff will demonstrate knowledge and implementation of best practices, which support student/family engagement within the Early Childhood Program.

Progress/Outcomes:

- All Infant/toddler teachers complete a 12-week coaching program as well as Child Care Regulations Orientation.
- All preschool teaching staff are qualified through the state of Texas. Teaching staff are also certified as an English as a Second Language certification by the completion of their first year as a certified teacher. Ongoing CLASS and Conscious Discipline trainings take place throughout the

year for all staff. New teachers received Conscious Discipline, CIRCLE and CLASS training along with a mentorship program.

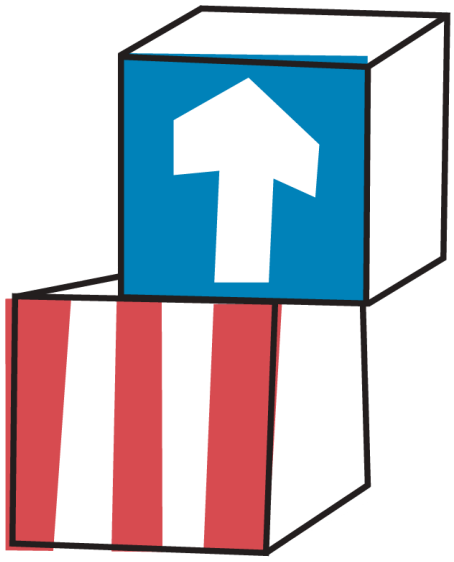
- All preschool classroom assistants have the appropriate degree and/or a CDA.

Challenges:

ABILENE ISD

Head Start
Executive Overview of 2025-2026 Self-Assessment Findings and Program Improvement Plan

May 2026



Grant# 06CH012163

I. Introduction

a. Program Description

Abilene ISD Head Start/Early Head Start Program is operated by the Abilene Independent School District. The Abilene ISD Board of Trustees serves as the governing body for Head Start/Early Head Start and operates in a shared-governance system with the Parent Policy Council. The program is funded to serve 132 infants and toddlers and 9 pregnant women in Early Head Start on the Crockett campus. An additional 380 children, ages three and four-years-old, are funded in the preschool program at Long Early Learning Center. The EHS and HS programs were fully enrolled during the 2025-2026 school year. Enrollment opportunities were provided weekly at Long ELC and Crockett EHS so that families had every opportunity to enroll if they desired to do so.

The Long facility has been provided by the district as in-kind to Head Start. The program is in the fourth year of a five-year monitoring cycle. In the fall of 2023, the program participated in a Focus Area One monitoring review. A Program Performance Summary Report was received December 2023, reporting the program was compliant in all areas of the Head Start Program Performance Standards, Public Law 110-134, Improving Head Start for School Readiness Act of 2007. The Head Start program completed a CLASS Monitoring Review, from November 2024 to January 2025. Communication from OHS, in February 2025 indicated that the program met the expectations for CLASS. Scores from the Review were compared to the Quality and Competitive Thresholds for Head Start programs. The scores in Emotional Support and Classroom Organization were within expected range. The Instructional Support Domain scores surpassed the Qualify Threshold. The Head Start program completed a Focus Area Two Monitoring Review during March 2025. The OHS Program Performance Summary Report was sent to the 2024-2025 AISD School Board President, Angie Wiley in March 2025. This report proved the program was compliant in all areas of the Head Start Program Performance Standards, Public Law 110-134, Improving Head Start for School Readiness Act of 2007.

b. Self-Assessment process (context)

Contextually, the self-assessment process encourages the agency to ask itself three questions: “What are we doing well?”, “What are we not doing well?” and “How can we get even better at what we do?” Asking those simple questions prompts the leadership, staff, and families to investigate how the program outcomes have positively impacted our community, students, families and staff and what is left to be accomplished. The investigation scaffolds data-driven decision-making, professional development, and community awareness and interactions. With the findings, the program will continue to reflect and refine all practices.

II. Methodology

a. Design of Self-Assessment and Participating Members

The Self-Assessment process followed the framework published by the National Center on Program Management and Fiscal Operations. The Self- Assessment process also used information gleaned from the completion of the FY 2024 Focus Area Two Monitoring Protocol. During the process, the team members examined a broad range of program operations to determine strengths and weaknesses in managing and providing services to Head Start children and families. The scope of focus was directed by: (1) identifying any systemic issues revealed during routine ongoing monitoring, (2) reviewing health and safety evaluations, and (3) analyzing school readiness and program goals, objectives and action plans.

The self-assessment process followed a systematic path, beginning with the determination of the scope of focus, leading into the analysis of data and recommendations for improvement, and culminating in the final written report outlining corrective action steps. The process was responsive to the Head Start Act and the Head Start Performance Standards. The process included the past FY 2024 Focus Area Two Monitoring Protocol and results, CLASS Progress Monitoring Review results, and current campus data to review and revise all written program services and management systems plans to assure the program addresses and is compliant with all regulations.

The program demonstrated a very high-level of performance and substantial compliance with federal regulations throughout all monitoring events during the previous monitoring 5-year cycle. A NOGA was issued in April 2022 for the next five-year monitoring cycle. As well as a NOGA in for a Non-Competing Continuation in April 2026 for the fifth year of the five-year cycle.

Assisting in this year's self-assessment process were Head Start administrators and managers, Abilene ISD district personnel, Head Start front-line staff, Policy Council members (Head Start parents and community representatives), a current AISD Board of Trustee member, a former AISD Director of Early Childhood, community members and parents.

b. Self-Assessment timeframe

Self-Assessment activities were conducted by each program area between April 1, 2026, and June 2026. Team leaders met with their respective team members for training and to conduct review activities within this time period. All summaries were completed and returned to the Director of Early Childhood Programs by June 2026. The self-assessment reports for each program area were then reviewed and analyzed by the Director of Early Childhood Programs. Finally, a Self-Assessment Summary and Program Improvement Plan were developed for use by program staff. The AISD Board of Trustees was presented the information on July 6, 2026. The Policy Council reviewed and approved the Report and the Plan on August 4, 2026.

c. Data Collection Tools Used

A wide variety of data, including program operation reports, on-going monitoring tool reports, and other performance data were reviewed and analyzed. The FA2 Monitoring Review and CLASS Monitoring Review data was also used as part of the Self-Assessment process.

Following is a list of documents that used for data collection:

Program Area	Tool/Data Set	Purpose	Finding(s)
Management & Quality Improvement	Head Start Monthly Reports	Monthly Reports contain data to support student learning, family and community engagement, family needs, preventative health/ mental health measures, and program events that include learning opportunities for families and staff. Reports are reviewed by the Policy Council and the Board of Trustees.	Monthly Reports were found to be an informational and easy to follow communication tool. The data is a great snapshot of the program's monthly progress.
Management & Quality Improvement	Staff Wellness	The program works to ensure staff feel connected, supported and valued.	The staff wellness survey reported that most staff members take time for self-care and are supported at work. However, there are a few employees who would like to have more support with behavior.
Management & Quality Improvement	Communication Tools used with families	The program recognizes that communication is multifaceted and integrates several forms of communication to include: social media platforms, email, call out system, phone calls, Remind app, web page, home visits, parent conferences, daily communication sheets, calendar of events,etc.	Parents reported the programs' communication system is very helpful and includes many reminders which are above and beyond.

Management & Quality Improvement	Family Engagement Activities	To ensure families have opportunities to participate with their child in school activities.	Parents reported there are ample opportunities to join in on their child's learning including events during the school day and evenings.
Management & Quality Improvement	CLASS Data	The program contracted Essential Elements during the fall and spring to conduct CLASS observations.	CLASS data was reviewed and remains above the competitive threshold in all areas and above the Quality Threshold in Emotional Support and Instructional Support. Essential Elements reported that the Practiced Based Coaching practices are effective in improving adult to child interactions.
Management & Quality Improvement	Head Start Program Goals	Head Start Program Goals provide a focus for the programs strategic planning and a way to measure progress.	Head Start Program Goals have been sufficient for the current grant cycle. Updated program goals would help the program provide more relevant outcomes for progress. .
Program Design/ Structure	Community Assessment	The Community Assessment provides data regarding characteristics of the community, It provides ethnicity, language, disabilities, mental health, children in foster care, homeless children and working families. This information is used to guide the HS/EHS program to determine locations of centers, program options, goals, community strengths and needs.	A review of the Community Assessment revealed that all required components were present in the assessment. The Policy Council uses this data to make informed program decisions. It is noticed that the Policy Council is well trained to participate in program decisions. The Community Assessment revealed that we are reaching the eligible families and the program decisions by the Board and Policy Council support the community. There does tend to be a longer waitlist for three year old students than four year olds.

Disabilities	HS/EHS Performance Standards	Guidance for developing program plans	Plans are in compliance.
Disabilities	Tracking and monitoring documents	HS Disabilities Coordinator uses a tracking document on internal referrals that is shared with assessment staff, ICs and administration for Special Education testing	Document is effective in following up with AISD assessment staff on internal referrals.
Disabilities	Staff and community member interviews	Staff and community members were interviewed and they also reviewed the Disabilities plan to determine if any areas needed improvement.	Staff and community members reported the plan is in compliance.
Education	Lesson Plan required Elements	Teachers and ECD Coordinator use this document to know what is required of our program and HS in each week's lesson plans.	Requirements are up to date and this is an effective way to communicate lesson plan needs.
Education	Tracking & Monitoring Documents	ECD Coordinator uses checklists to monitor: Lesson Plan completion each week, Parent Contacts, Developmental Screenings, Safety Lessons, etc.	These documents are an effective means of tracking. GoEngage is also used.
Education	Cognitive, Social & Emotional Procedures/Policies	A tiered plan to support students with cognitive, language, and/or social & emotional needs.	The use of this procedure has been effective in providing further individualization to prepare students for school readiness.
Education	Abilene ISD Head Start School Readiness Plan	The program uses these goals to ensure children's growth in the Head Start Early Learning Outcome Framework Domains.	The School Readiness Goals for families and academics are appropriate for the upcoming school year. The School Readiness Goals are aligned with the Head Start Early Learning Outcomes Framework. These goals are also aligned with the AISD 1st 6 weeks Kindergarten report card.

Education	Abilene ISD Head Start School Readiness Action Steps	A narrative of how we will accomplish meeting and tracking our School Readiness Goals.	The School Readiness Action Steps are reflective of the School Readiness plan and implementation.
Education	Teacher Interviews	Teachers/Coaches reviewed the Practice Based Coaching process to promote quality interactions in the classroom using CLASS dimensions.	Teachers found the coaching process helpful. They were not only able to gain a better understanding of CLASS but it also helped them increase instruction which in turn increased students' school readiness.
		Teachers/Coaches reviewed the updated Parent Contact #1 and gave feedback.	Teachers and coaches agreed with the changes made to the initial Parent Contact.
Education	Academic Coaches	Coaches reviewed the Practice Based Coaching Plan and discussed ways to improve the process.	Coaches noted that teachers are applying feedback and showing growth over time. Some resistance to coaching has been noted. Coaches will continue to build supportive relationships while providing manageable action steps to increase teacher investment.
		An interview with coaches to review ways to ensure accountability and fidelity of staff.	Consistent meetings will provide a valuable opportunity for teams to reflect, collaborate and strengthen instructional practices. .
		Coaches discussed resources that would be helping to the coaching process.	Coaches stated a need for teachers to build a stronger foundation in classroom routines and procedures. They believe Conscious Discipline: Six Weeks to Success will be a helpful resource to achieve this goal.
Education	School Readiness Data Analysis Charts and Narrative	A chart to show program mastery levels and areas of growth, and a narrative, highlighting strengths and planning for improvement.	The data was reported in an intensive and inclusive format. It was well organized and explained well. A variety of in depth instructional techniques and

			evaluation methods were used to meet goals.
Education	ESI-R Developmental Screening	A tool used to screen all children for developmental skills and concerns.	ESI-R meets the needs of our program as a developmental screener. Students who scored in the refer or rescreen range after February are closely monitored by teacher and Education Coordinators.
Education	CLI Engage Progress Monitoring Reports	An online assessment to monitor student progress in all School Readiness Framework Domains.	CLI Progress Monitoring reports showed growth program wide in all School Readiness Goals assessed. Teachers use these reports to plan for instruction of large groups, small groups and individualization.
Education	Student Support Meeting Notes	Documentation taken to provide extra support for a child in need.	Effective notes are taken during SST Meetings and shared with all team members to ensure fidelity of strategies. These notes are located in AWARE which is a program that follows the student to kindergarten.
Education	The Classroom Assessment Scoring System (CLASS) Observations Reports & Analysis	Analysis of program's CLASS observation scores.	Past CLASS scores have shown Emotional Support to be our program's highest scoring domain. CLASS data for the current year will be analyzed upon completion.
Education	Teaching Strategies GOLD Documents	T.S. GOLD documents encompass Lesson Plans, Assessment tools are directly linked to Creative Curriculum to individualize and assess children.	Teaching Strategies GOLD assessment system is a tool that teaches, plans, individualizes and guides every aspect of the day.
Education	ASQ Developmental Screening	It is a research based tool to screen children birth to three for developmental strengths and concerns.	Is a comprehensive reliable screening tool that measures development in 5 domains. (Communication, Gross Motor, Fine Motor, Problem Solving, Personal-Social)

Education	ITERS-3 (Infant Toddler Environmental Rating Scale)	It is to analyze the classroom environment and responsive caregiving.	Focuses on the full range of needs of infants and toddlers and provides a framework for improving program quality.
Education	Practice Based Coaching Needs Assessment Tool	Identifies strengths and needs for professional development.	This process supports teachers' use of effective teaching practices that lead to positive outcomes for children.
ERSEA	Community Needs Assessment	Analysis community needs for recruitment process.	Data shows that we are serving the majority of students that qualify in our service area.
ERSEA	Enrollment Records	Documentation of eligibility and proof of the eligibility records.	All documentation of eligibility and supporting documents were found to meet eligibility requirements.
ERSEA	Waiting List	Track number of children on the waiting list.	Lists were reviewed and updated to show an accurate number of eligible families in our service area that are waiting to be enrolled when space is available.
ERSEA	Frontline & GoEngage	Tracking of enrollment and attendance	Files reviewed and matched documentation in databases
Family & Community Engagement	Head Start Program Plans	Performance Standard and Objectives	Reviewed performance standard and objectives noted program promotes strong family engagement through campus activities, goal setting, relationship building, and the Family Strength and Needs Assessment.
Family & Community Engagement	Strengths & Needs Assessment Form	Evaluate family strengths and needs to establish goals	Form aligns with PFCE framework
Family & Community Engagement	Community Partnership Binder	Partnerships and MOUs between AISD EC and the community.	Reviewed and updated partnerships and noted strong connections with the community.
Family & Community Engagement	Surveys with Program Parents	Program parents and Community Partners completed a program	The parents survey reports positive communication with Early Childhood staff to create a

	and Community Partners	survey.	welcoming and collaborative environment.
Fiscal	Procurement Records	Verify Spending	Budget was allocated properly
Fiscal	Budget Reports	Shows monthly overview of purchases	Spending was budgeted correctly
Fiscal	In Kind Documentation and Reports	Shows documentation of In Kind services	Grant requirements for total non-federal share was satisfied
Fiscal	CACFP Audit Records	Shows reimbursement of food services	Funds were expended according to CACFP regulations
Fiscal	AISD Fiscal Audit Report	Shows documentation of HS funds	Funds were expended properly and used to follow all HS Performance Standards
Fiscal	Administrative Cost (below 15%)	Review grant application and budget reports for administrative cost	Administration costs were below 15%
Fiscal	Program Plan	Review our operating processes to ensure compliance	Plans updated when needed
Fiscal	CACFP Audit Notice	Review commendations and technical assistance	Decision to revise a few CACFP documents to better meet our program needs
Health	Sub-part D Plans	Health Performance Standard guidelines/objectives are addressed with information on how Health services are met.	The information reflected that children served in Head Start maintain an ongoing source of health care, preventive care and follow-up.
Health	Focus Area Two Monitoring Protocol, Periodicity, Frontline, GoEngage	Head Start Performance Measures in the Monitoring Protocol	Head Start Health Program is complying with Federal Performance Standards. Nurses are collaborating with parents on health status, ongoing health care, preventative care, follow-ups, and referrals for students. Nurses are documenting health status and care per EPSDT/THS schedule in Frontline and GoEngage.

Health	CACFP Guidelines/squaremeals.org	CACFP Guidelines on Enrollment forms	Enrollment forms were mentioned in the audit this year. While still in compliance, suggestions were made for improvement. Based on the regulations and guidance that was provided, CACFP Enrollment forms were adjusted.
Health & Safety/Transportation	Online Maintenance Work Order System	Check maintenance requests, date entered, date completed, and department completing work.	In our programs, all work orders are completed in a timely manner or are in progress.
Health & Safety/Transportation	Classroom Safety Checklist	Document that shows classrooms are free from pests, designed to prevent injuries, and promote safety in an emergency.	Our programs' classrooms and outdoor areas were found to be free of pests. Classroom safety was evident in the use of outlet plugs covered, cabinets locked, toys and furniture in good condition, emergency maps located near exits, and documentation that ensured children are released to allowable adults.
Health & Safety/Transportation	Playground Safety Checklist	Checks for standing water, operable playground equipment, outlet covers in place, no sharp edges, and appropriate fall zones to prevent child injury.	In our programs, all items were found in compliance.
Health & Safety/Transportation	Subpart F Transportation Bus Safety Checklist	Lists the items required on the bus such as fire extinguisher & sign, seatbelt cutter & sign, 2-way communication & sign, reverse beeper working, first aid kit, seat belts, daily inspection, and Texas inspection sticker.	On the buses used for our programs, all items comply and are working. All inspections are kept on file.
Health & Safety/Transportation	Subpart F -Transportation Bus Driver Training Data	Checks that all drivers have completed their required training.	All drivers for our program have completed required training before driving students. Our

			drivers also receive CPR/First Aid certificates.
Health & Safety/Transportation	Subpart F-Transportation	Document which shows the elementary and names of all the students who ride to Long and/or back to one of our 11 elementary campuses in Abilene ISD.	HS bus transportation is available for children or teens to ride to and from our campus.
Health & Safety/Transportation	Subpart D Health Program Services	Checks to ensure that all health and safety practices are being met by using safety checklists.	Our programs found that health and safety practices are being met by using safety checklists that ensure children are always kept safe.
Mental Health	Conscious Discipline Parent Curriculum	To examine Behavioral/Social Emotional Parent Engagement opportunities for efficacy, identify areas for improvement, and propose potential topics of interest for future Behavioral/Mental Health focused parent meetings.	Parent response demonstrated a positive overall experience in Behavioral/Mental Health engagement opportunities. The parent felt that anecdotal and situational information was very informative. Parent felt that in addition to what is already offered she would like to see a range of mental health topics delivered in a variety of modalities outside of just the in-person workshops.
Mental Health	Conscious Discipline Curriculum	To identify ways to integrate social emotional continuity and improve implementation fidelity program wide.	The teacher interview revealed a strong foundation for implementation across all levels. She cited administrative encouragement, support, and access to professional development opportunities in Conscious Discipline as key strengths of the program. The development of a program-wide scope and sequence with vertically aligned expectations

			and practices was identified as a potential next step to strengthen consistency and support clearer standards for implementation across classrooms.
Mental Health	New Teacher Foundation Training, Coaching Process	To review personal experience of the Coaching Process and suggest ways to support new teachers with Behavioral/Conscious Discipline training moving forward.	Teacher responses suggest that the teacher felt supported at all levels, learned a lot, and appreciated the constructive feedback. The teacher reports that helpful changes could include rearranging training to a schedule that more clearly follows the progression of the year, more Conscious Discipline specific training and the opportunity to explore topics more in-depth.
Mental Health	Staff Wellness Survey Data	To engage additional stakeholders in identifying meaningful and actionable ways to better support staff in their day-to-day work and support their overall wellbeing.	Community partners indicated that while the majority of staff appear to be well and find fulfillment in their work, the data suggests there are several shared stress-related themes that the Mental Health Team can address through enhanced systems of support, communication, and staff wellness practices.
Mental Health	Tracking Sheets, GoEngage Data Entry and Monitoring Systems	To review data entry and monitoring systems for accuracy, consistency, and compliance with program requirements and documentation procedures.	After a review of Tracking Documents and the GoEngage system, the Mental Health Assistant confirmed compliance in both areas. She reports that weekly enrollment information helped increase the accuracy and timely input of the information.

Prenatal	EHS Prenatal Curriculum and Resources Binder	Review prenatal education curriculum and resources to assess compliance with Head Start Performance Standards.	According to the reporter, the EHS Prenatal Curriculum and Resources Binder indicates comprehensive services were provided to EHS enrolled pregnant women. The curriculum and resources aligned with HS Performance Standards.
Prenatal	Parent Interview questions	A former prenatal parent was asked to comment on her experience with the EHS Prenatal Program and offer suggestions.	The data collected from the parent interviewed indicated appropriate prenatal education, referrals and support was provided.
Prenatal	Staff and Community Member Questions	Review of Prenatal Services that were provided.	The interview indicated the Prenatal Master Family Advocate has an excellent understanding of the prenatal education program, is responsive to the needs of prenatal parents and provides the required on-going support and education. The interview with the prenatal services Master Family Advocate indicates she works closely with prenatal parents and community partners to provide comprehensive services to expectant parents.
Transition	Individual Transition Plan	Teachers use this document to inform parents of the steps needed in the transition to the next learning environment.	Although the transition plan and process was clear, it would be helpful if the information was combined with the final Parent Contact (PC#4).
Transition	Initial Transition Plan Meeting Form	Advocates use this document to inform parents of the steps needed in the transition to the next learning environment.	Form provides parents a plan for different transition options and is started early enough for parents to feel supported.

Transition	Parent Contact #4	Teachers use this document to track progress on School Readiness Goals.	The final Parent Contact was easy to understand, Parent and child goals are tracked easily, parents are able to make a Summer goal.
Transition	Parent Survey	Program parents completed a program questionnaire	Parent questionnaire reports positive communication and support with early childhood staff to create a collaborative transition into and out of the programs.
Transition	Teacher Interview	Teachers discussed ways to improve the transition process of students from Early Head Start to Head Start Preschool.	EHS & HS coordinators met to discuss ways to make this information easier to access. 3 year old teachers also noted it would be helpful to have students begin practicing: sustaining attention for up to 7 minutes, walking in line, staying at the table during mealtimes, etc.
		Teacher was asked if there were any materials needed that would improve the implementation of transition strategies in the classroom,	Teachers noted an updated social story would be helpful to share with EHS. Teachers could begin reading 6 months prior to transition.

d. Additional information used during Self-Assessment

The Head Start Program Performance Standards and the Abilene ISD Head Start/Early Head Start Program Service and Management Plans were reviewed as a part of all self-assessment activities. The data analysis took place in a variety of ways, including but not limited to, face to face interviews and review of information, through email correspondence and Zoom meetings. As a result of the Self-Assessment process, written program plans were revised as needed to assure that all the requirements within the Head Start Act and the Head Start Program Performance Standards were met with fidelity.

II. Key Insights

a. Strengths determined by Staff, Parents and Community members

The staff, parents and community members involved in this self-assessment process stated that the Abilene ISD Head Start is a well-developed program. The program has a history of strong performance and excellent monitoring reviews over the past few years. Both sites have highly qualified staff and continue to refine their practices as focused professional development activities are designed to improve cognition and behavioral instructional strategies for staff, families and children. Professional learning opportunities are created to broaden individuals' understanding and gain strategies to support children experiencing social/emotional/trauma induced situations. Through Practiced Based Coaching, the program also focuses on adult-child interactions and the quality of instruction in all classrooms. Foundational academic/cognitive skills such as language development, mathematics and literacy are also crucial priorities for the programs. Classroom coaches provide feedback and high-quality resources to individual teachers in order to promote growth for teachers and students on an ongoing basis. The success of this practice was evident through the progress seen on CLASS scores from our monitoring review and from a third party observer. Investing in staff members is vital to the success of the program. Staff wellness opportunities are a continual practice the program provides as well. These investments have resulted in strong campus culture which then produces high school readiness outcomes for children and families. One of the greatest strengths of the Head Start program is the partnership with AISD. This partnership ensures quality services through disabilities, homelessness, human resources, fiscal management, health/nutrition, and safety.

b. Systemic Issues

The Self-Assessment committee and the Office of Head Start did not reveal any systemic issues indicating the lack of or failure of program-wide management systems, or within any individual program area.

c. Progress of the program in meeting its goals and objectives

The AISD's Early Head Start/Head Start program is in the third year of a five-year grant cycle. There is a historical trend of academic and social emotional progress toward meeting goals each year. The 2025-2026 year is no exception. Current data documents trends in the programs' successes in meeting the needs of students and their families through strong and consistent programmatic and service delivery goals.

d. Progress toward Program and School Readiness goals

End of Year assessments and data analysis has been completed and analyzed. Patterns throughout the year, and EOY data analysis, reflect strong teaching/learning cycles, academic progress, and social/emotional successes among the vast majority of the student population.

<u>Program Goal 1</u>: The AISD Head Start/Early Head Start Program will use the Head Start Early Learning Outcomes Framework to ensure all children receive quality comprehensive services, integrated across all program areas.

Measurable Performance Objective 1:

- Children's outcome data, from the beginning of the year to the end of the year, will demonstrate an average 15% increase in cognitive, social/emotional, and physical development skills based on the school readiness goals measured.

Expected Outcome(s):

- Typically developing students will transition from the program(s) demonstrating age-appropriate school readiness skills.

Progress/Outcomes:

- The infant/toddler site uses Creative Curriculum to assess students. Assessment data includes developmentally appropriate goals and objectives for children within four main categories of interest: social/emotional, physical, cognitive and language. Based on Wave 3 information, Crockett data indicated that the children met the goals expected of them in the following areas: Social Emotional 90%, Physical 94%, Language 79%, Literacy 93%, and Math 71%. Gold assessment data indicates growth in all developmental areas.
- Head Start uses CLI Engage Progress Monitoring Tool to assess students' growth. Wave 3 data shows growth in all domains of the school readiness goals from the beginning to the end of the year. The percentages of growth are as follows: Cognition- 20%, Language & Literacy-30% Social/Emotional-19%, and Physical Development-16%. The end of year expected outcomes for Wave 3 were as follows: Cognition-70%, Language & Literacy -80%, Social/Emotional -84%, and Physical Development-93%.

Challenges:

- Excessive absences with students and staff turn-over were a challenge.

Measurable Performance Objective 2:

- The percentage of Head Start parents indicating that they have the skills to support the social emotional needs of their children on the Family Strengths/Needs Outcomes data will increase by 10% from the beginning of the year to the end of the year.
- The percentage of Early Head Start parents indicating that they have the skills to support the social emotional needs of their children on the Family Strengths/Needs outcomes data will increase by 10% from the beginning of the year to the end of the year.

Expected Outcome(s):

- Parents will indicate they have gained additional skills to support the needs of their children.

Progress/Outcomes:

- *The Family Needs Assessment for infant/toddlers showed the highest reported percentage of families EOY outcome per domain.*
    - Family Well Being 49% (Thriving)
    - Parent-Child Relationships 42% (Self-Sufficient)

  - Families as Lifelong Educators 56% (Thriving)
  - Families as Learners 28% (Self-Sufficient)
  - Family Engagement in Transition 39% (Thriving)
  - Family Connection to Peers and Community 62% (Engaged)
  - Families as Advocates and Leaders 48% (Vulnerable)
- The Family Needs Assessment for the preschoolers showed the highest reported percentage of families EOY outcome per domain.
  - Family Well Being 63% (Thriving)
  - Parent-Child Relationships 71% (Thriving)
  - Families as Lifelong Educators 88% (self sufficient)
  - Families as Learners 40% (Thriving)
  - Family Engagement in Transition 87% (Thriving)
  - Family Connection to Peers and Community 46% (Thriving)
  - Families as Advocates and Leaders 51% (vulnerable)

Challenges:

<u>Program Goal 2</u>: The AISD Early Childhood Program will create and maintain a positive classroom environment that strengthens social/emotional, communication, and problem-solving skills for children and staff.

Measurable Performance Objective 1:

- Through staff development and coaching, Head Start instructional staff will obtain an average Emotional Support domain score on CLASS observation of at least 6.0, as demonstrated through formal/informal observations and assessment data.
- Through staff development and coaching, Early Head Start instructional staff will demonstrate an average score on ITERS-3 of at least 5.0.

Expected Outcome(s):

- Staff outcomes data will demonstrate competency in social/emotional, self-regulation, and problem-solving skills. Increased staff competency will result in improved classroom instruction and support students' progress toward school readiness goals.

Progress/Outcomes:

- Infant/Toddler classrooms were observed using ITERS-3, any staff member who scored below a 5 in any area were placed on a coaching plan and were supported in reaching their goals. Two teachers were below the expectation of 5 and received intense coaching.
- HS classrooms were coached regularly in behavioral and instructional practices based on their Classroom Needs Assessment. This needs assessment is aligned with CLASS as well as early childhood best practices. End of the year CLASS scores reported the program was 6.276 in Emotional Support which exceeded expectations.

Challenges:

- Staff attendance created a challenge for optimal progress on goals. Teacher turnover was high which created a greater need for more intensive coaching.

Measurable Performance Objective 2:

- Through the implementation of a social/emotional curriculum, Head Start students' initially demonstrating social emotional needs on eDECA will show an increase in total protective factor, self-regulation, initiative, behavior, and attachment by 20% from the BOY to EOY assessments.
- Early Head Start students will initially demonstrate a 20% increase in social/emotional learning, self-regulation, and problem-solving skills from the BOY to EOY on the social emotional assessment eDECA.

Expected Outcome(s):

- Student outcomes data will demonstrate an increase in age appropriate social/emotional, self-regulation, and problem-solving skills.

Progress/Outcomes:

- The infant/toddler's eDECA scores showed students' needs showed 10 % for Total Protective Factor, 20% for Attachment/Relationship, 0% for Initiative, and 10% for Self-Regulation.
- Preschool end-of-year e-DECA data revealed a decreased need across most protective factors. Percentage of students with needs noted: 9% Total Protective Factor, 12% Attachment/Relationship, 8% Initiative, 16% Behavioral Concerns and 9% Self-Regulation.

Challenges:

- Excessive staff and student absences impact the progress.

<u>Program Goal 3</u>: The AISD Head Start/Early Head Start Program will engage with the community to provide comprehensive services needed by children and families to promote School Readiness<u>.</u>

Measurable Performance Objective 1:

- Head Start/Early Head Start will secure and maintain a minimum of 70 partnerships with community resources, enhancing service delivery to families.

Expected Outcome(s):

- Children and families will be connected to and receive community services needed for self-sufficiency and to be school ready.

Progress/Outcomes:

- Head Start maintained numerous community partnerships throughout the year. Health/Mental Health and Community Services Advisory Committee met November 13, 2025 and March 19, 2026.

Challenges:

Measurable Performance Objective 2:

- Head Start/Early Head Start will increase engagement with community partners/agencies by providing training opportunities at a minimum of 3 times per year for staff and/or community members.

Expected Outcome(s):

- Staff and community partners will have a deeper understanding of family needs and the services available to address those needs.

Progress/Outcomes:

- The Programs engaged with families and the community through a variety of events. An Open House was held on September 4, 2025 that hosted three agencies, a Community Resource Fair on September 17, 2025 hosted 12 agencies, Community Helper Day on October 22 hosted 12 agencies and WIC attended quarterly campus events.

Challenges:

<u>Program Goal 4</u>: AISD Head Start/Early Head Start Program will fully integrate technology for the purpose of high student and family engagement, academic success, and safety.

Measurable Performance Objective 1:

- Head Start/Early Head Start will increase staff knowledge through professional development related to technology utilized in the program by providing a minimum of 5 trainings per year.

Expected Outcome(s):

- Staff will be proficient in the use of technology needed to complete job-related responsibilities.

Progress/Outcomes:

- Technology training was provided on the following topics throughout the year: BOY technology, Cyber Security, Frontline & Eduphoria, student assessments and Go Engage.
- Technology support was provided as needed from campus Tech Liaisons.

Challenges:

Measurable Performance Objective 2:

- The Head Start/Early Head Start Program will increase opportunities for children to explore innovative, developmentally appropriate technology and learning materials by utilizing a minimum of $45,000 a year to purchase high-quality instructional materials.

Expected Outcome(s):

- Children will have the age-appropriate technological skills necessary to be successful in a twenty-first century classroom.

Progress/Outcomes:

- The Head Start/Early Head Start Program staff implement developmentally appropriate learning experiences with technology to individualize instruction or provide an experience to children they may not have. Teachers utilize technology for resources, assessments and planning. Technology apps and email usage is also a successful avenue to communicate with families including those that speak other languages.

Challenges:

- Ensuring staff and students spend the appropriate amount of time using screens.

Measurable Performance Objective 3:

- The Head Start/Early Head Start Program will utilize innovative technology and procedures during the instructional day 100% of the time to ensure the safety of students, parents, and staff.

Expected Outcome(s):

- Students, parents, and staff will be able to teach and learn in safe environments.

Progress/Outcomes:

- AISD Director of School Safety and Security hosts monthly meetings.
- Cameras are used for surveillance on the interior and exterior of the buildings.
- All exterior doors and gates always remain locked. All interior doors remain locked during instruction time. Door sweeps are done weekly.
- All visitors check in and check out through Raptor. Visiting AISD employees use an internal system at the front office.
- Crisis Go is utilized for monthly safety drills and communication during drills.
- Smart Tags were implemented for all students riding buses.

Challenges: Ensuring all staff are diligent about alerting others when work orders need to be submitted.

Measurable Performance Objective 4:

- The Head Start/Early Head Start Programs will utilize technology to complete data checkpoints and aggregate/disaggregate program data three times a year to inform continuous growth and improvement across all program areas.

Expected Outcome(s):

- Program staff will monitor and adjust all aspects of program planning based on data outcomes.

Progress/Outcomes:

- The programs aggregated and disaggregated school readiness data three times a year using the researched based Teaching Strategies GOLD or CLI Progress Monitoring Tool online assessment system to generate data points.
- EOY data taken from Teaching Strategies Gold for infants/toddlers showed the following percent toward the end of year expected outcome: Social/Emotional 90%, Physical 88%, Language 94%, Cognitive 93%, Literacy 82%, Mathematics 71%. Each domain showed progressive growth in each domain.
- EOY data for preschool indicated the highest percentage of growth was seen in Rapid Letter Naming, under the Language and Literacy Domain with 56% increase from BOY to EOY. Speech Production & Skills had the highest percentage towards the expected outcome with 121%. The area with continued need for improvement was in Letter Sound Correspondence with a 37% toward the EOY expected outcomes.

Challenges:

- Staff and student absences play a role in students' learning and growth.

<u>Program Goal 5</u>: AISD Head Start/Early Head Start Program will recruit and employ high-quality, effective staff who embrace diversity, utilize best practices, and understand the importance of student, family, and community engagement.

Measurable Performance Objective 1:

- The Head Start/Early Head Start Program will strengthen and enhance professional development, classroom environment, and effective teaching practices by providing practice-based coaching to classroom staff 1 to four times monthly, depending upon the level of intensity needed by individual staff members.

Expected Outcome(s):

- Staff will demonstrate progress toward individualized professional development goals.

Progress/Outcomes:

- HS & EHS complete a Needs Assessment at the beginning of the year. This Needs Assessment is used to help teachers identify their strengths and challenges. Then, through a collaborative partnership, with the coach, a goal and action plan are developed. Additionally, CLASS/ITERS -3 scores, School Readiness data, various checklists and informal classroom observations are used to guide teachers and the coaches in creating Practiced Based Coaching goals.
- The infant/toddler site continued their Texas Rising Start rating of a 4 and the preschool site achieved CLASS scores from Essential Elements that were above the Competitive Threshold in all three domains, Emotional Support, Classroom Organization, and Instructional Support and above the Quality Threshold in two of the domains, Emotional Support and Instructional Support.

Challenges:

- Staff absences prevent coaches from actually coaching due to classroom coverage.

Measurable Performance Objective 2:

- 100% of Head Start/Early Head Start instructional staff will be highly qualified to provide a rigorous and relevant learning environment for all students at the time of hire or within 120 days of hire.

Expected Outcome(s):

- Instructional staff will demonstrate knowledge and implementation of best practices, which support student/family engagement within the Head Start/Early Head Start Program.

Progress/Outcomes:

- All Infant/toddler teachers complete a 12-week coaching program as well as Child Care Regulations Orientation.
- All preschool teaching staff are qualified through the state of Texas. Teaching staff are also certified as an English as a Second Language certification by the completion of their first year as a certified teacher. Ongoing CLASS and Conscious Discipline trainings take place throughout the year for all staff. New teachers received Conscious Discipline, CIRCLE and CLASS training along with a mentorship program.
- All preschool classroom assistants have the appropriate degree and/or a CDA.

Challenges:

- Staff retention proves to be a challenge to progress**.**

V. Recommendations

a. Areas for Program Improvement

No compliance issues were identified. While all areas were found to be compliant, there were a few areas that could be refined: Staff Wellness, Teaching and learning, Professional Development, Family Services, Management & Quality Improvement, ERSEA and Transition.

b. Program Improvement Plans

Performance Std.	Proposed Corrective Action or Improvement Plan	Person Responsible	Time Frame for Completion
1302.45(a) Program Wide Wellness Supports	Continue coordinating supports that promote adult mental health and staff well-being while strengthening practices and resources that foster positive learning environments for all children.	Leadership	August 2026 - June 2027
1302.102 Program Goals, continuous improvement & reporting	Component Coordinators will revise Program Goals to ensure quality outcomes are measured.	Leadership	August 2026-January 2027
1302.101/1302.52(d)(2) Management Systems & Family Partnership Services	To ensure continuity of care for families, Family Advocates that are assigned to a family at enrollment will continue as the advocate for the duration of the families' enrollment unless there are extenuating circumstances that might prevent this. Family Advocates caseloads will be reduced with this	ERSEA & FCP Coordinator	August 2026
1302.70 (d) Transition from Early Head Start	Infant/toddler & Preschool sites will work together to strengthen the transition process. Changes will be made in the way of shared information through Google Drive.	Transition, Health/Mental Health	September 2026-March 2027
1302.71(c)(2)(ii)(iii) Transition to kindergarten	Plan Coordinator visits to various Kindergarten settings within the District to gain a better understanding of the next learning environment including various SPED & Behavior settings.	IC & Director	September 2026-March 2027

1302.12(j)2 Determining, varying, & documenting eligibility **1302.14(a)1 & Selection Process & Prioritization**	*Crockett will use only the Selection Criteria and Pointing System to ensure prioritization of placement. The Selection Committee will no longer be used. *ERSEA Program Plan Change	Director & ERSEA Coordinator	July 2026

VI. Self-Assessment Participants:

Member Name	Member Role (Staff, Parent, Community, Board)	Activity
Alicia Solis	Staff / Head Start Parent	Playground Safety Checklist
Amanda Johnson	EDU Coordinator; Transition Coord.	HS Self-Assessment Leader Reviewed Tracking & CLASS Documents
Amanda Pitmann	Community- School Board Member	Review of Head Start Monthly Reports
Amber Cortes	Head Start Staff Member	Reviewed documents for Health
Angel Diaz	Head Start Staff Member	Reviewed documents for Health
Anna Ramirez	Head Start Staff	Maintenance Work Order Review
April Slabaugh	Mental Health Assistant	Reviewed documents for Mental Health
Belle Floyd	HSU Social Work Intern	Participated in Transition & Prenatal Review
Brandon Henry	HS Staff/ Former HS parent/ Former Policy Council	On- Board Bus Safety
Brody Powell	Community Member/LPC	Analyzed Staff Wellness Survey Data for Trends/Patterns
CSAC Members	CSAC Partners	Participated in a Family Engagement Survey
Destini Delacruz	Operations Manager	HS Self-Assessment Lead
Dusty Fahey	Director of Early Head Start	Head Start Self-Assessment Leader
Emily Cerda	Head Start Staff Member	Reviewed documents for Health

Erica Lang	Policy Council Member	Interview of Family Engagement including transition & communication
Erin Cooper	Mental Health Coordinator	HS Self-Assessment Leader
Hana Martinez	EHS Parent & Former Parental Participants; Head Start Staff	Prenatal Review
Illyssa Munoz	Teacher	Playground Checklist
JaNathan Thompson	Head Start Parent	Reviewed documents for Health
Jennifer Flores	HS Staff/HS Parent	On- Board Bus Safety
Jennifer Putnam	Community - Retired Director of Early Childhood programs	Review of Community Needs Assessment
Jennifer Shackelford	Mentor Teacher	Self-assessment Report Review
Jennifer Sillema	Head Start Parent	Reviewed documents for Health
Julie Hay	Head Start Health and Nutrition Coordinator at Long ELC	HS Self Assessment Leader; reviewed documents & Interviews
Julie Wilson	Director of Early Childhood Programs	Head Start Self-Assessment Leader
Karen Hernandez	Head Start Health Coordinator at Crockett	HS Self Assessment Leader; reviewed documents & Interviews
Katelin Waldrum	Head Start Academic Coach	Classroom Health and Safety Checklist
Katie Green	Head Start Teacher	Reviewed Individual Transition Plan and interview
Kori Stewart	Mental Health Coordinator	Head Start Self-Assessment Leader
Kristie Versyp	Head Start Nutrition Manager	Interviewed Fiscal Staff, Reviewed Documents
Lindsey Cromwell	Head Start Academic Coach	Classroom Health and Safety Checklist
Lindsey McFall	Data Clerk	Classroom Checklist
Margaret Williams	Head Start Head Cook	Interviewed Fiscal Staff, Reviewed Documents
Maribel Gonzalez	AISD Human Resource Dept.	Hire date and Background checks.
Marisa Cruz	Head Start Parent	Reviewed transition plan
Master Family Advocates	Family Advocates	Participated in a Family Engagement Survey
Maurene Carrillo	Head Start Staff/Parent	Playground Safety Checklist
McKenna Bryan	Teacher	On-Board Bus Safety
Melanie Adkins	Head Start Assistant Director	Reviewed Enrollment documents

	(Crockett)	
Melissa Martinez	Family& Community Engagement Coordinator	Head Start Self-Assessment Leader
Mialinda Martin	Head Start Parent	Reviewed transition plan
Michele James	Transportation/ Safety/ Facilities Coordinator	Head Start Self-Assessment Leader
Mindy Cheatham	Prenatal Master Family Advocate	HS Self Assessment Leader
Misty Miller	AISD Bus Driver/ Driver Trainer	Training is complete before drivers transport students.
Nancy Flores	Master Family Advocate	Prenatal Review
Head Start Program parents	Head Start Parents	Participated in a Family Engagement Survey
Rebecca Lana	Head Start Teacher	Examined Program Wide Social & Emotional Learning; Individual Transition Plan and interview
Samantha McKowen	Policy Council Member	Interviewed for Family Engagement including transition & communication
Shameka Appel	Head Start Teacher	Interviewed Fiscal Staff, Reviewed Documents
Shelly Parson	Family& Community Engagement Coordinator; Transition	Head Start Self-Assessment Leader
Summer Clough	Head Start Parent	Evaluated Parent Engagement Opportunities
Sunne Schaake	Head Start Fiscal Manager	Gathered/Presented Documents for Review, Complete Self-Assessment
Suzy Vega	Head Start Fiscal Manager	Gathered/Presented Documents for Review, Complete Self-Assessment
Tammy Jones	Master Family Advocate/ERSEA Coord; Transition	Head Start Self-Assessment Leader
Taylor Anderson, RN	HSAC Member	Reviewed documents for Health
Tressie Fulcher	Head Start Teacher	Reflected Behavioral/Conscious Discipline Coaching
Tyshea Jacobs	Policy Council PResident; HSAC Members	Reviewed documents for Health

Summary Report Completed by: Julie Wilson, Director for AISD's Early Childhood Programs

ABILENE ISD

Board of Trustees Meeting

July 6, 2026

Head Start Self-Assessment & Improvement Plan

Julie Wilson, Director of Early Childhood Programs



ABILENE ISD

Head Start Program





Head Start

Component Areas: Governance/Operation, ERSEA, Education, Health, Family & Community Engagement, Disabilities, Fiscal, Safety/Facilities

Program Descriptors	Funding Source	Student Enrollment	Classrooms	Instructional Staff	Qualifiers
Preschool Long Early Learning Center	Federal Grants: CACFP & HS	380 3 & 4 years old	20	Teachers: 20 Assistants: 24	• Age • Income (Federal Poverty Guidelines) • Public Assistance: TANF, SNAP,SSI • Homeless • Foster Care • Identified Disability
Infant/Toddler Crockett Early Head Start		132 Birth to 3 9 Pregnant Women/Teens	17	Associate Teachers: 33 Assistants: 8	
Totals		**521**	**37**	**81**	

ABILENE ISD



Head Start Program Goals

✅Goal 1: Use the Head Start Early Learning Outcomes Framework to ensure all children receive quality comprehensive services, integrated across all program areas.

✅Goal 2: Create and maintain a positive classroom environment that strengthens social/emotional, communication, and problem-solving skills for children and staff.

✅Goal 3: Engage with the community to provide comprehensive services needed by children and families to promote School Readiness.

✅Goal 4: Fully integrate technology for the purpose of high student and family engagement, academic success, and safety.

✅Goal 5: Recruit and employ high-quality, effective staff who embrace diversity, utilize best practices, and understand the importance of student, family, and community engagement.

ABILENE ISD



Accountability: Measures of Success

Program Structure	Instructional & Learning Data
• Head Start Progress Monitoring(Audits) • CACFP Protocol (Audits) • Internal Self-Assessment • Campus Improvement Plan • Head Start Program Goals • Child-Care Licensing Visits	• CLASS Observations • TTESS • ITERS-3 Observations • Circle Progress Monitoring • GOLD • IEP Progress • e-DECA • Family Outcomes

ABILENE ISD

Head Start Self-Assessment



Compliance



Progress



Refinement



Head Start Program Strengths



⭐ AISD and Head Start's partnership including Program Governance.

⭐ Program design is responsive to community needs based on the Community Needs Assessment.

⭐ Instructional Support = effective teaching strategies to promote language development, individualization and deeper understandings.

⭐ Engages families through a collaborative partnership built through trust, strengths, interests and needs.

⭐ Establishes transparent, data-informed processes to develop and maintain fiscal responsibility that aligns with program goals.

ABILENE ISD

Program Improvement & Refinement



- ❏ Enhance Tier 1 classroom management & high-quality instructional practices by providing individualized coaching for staff.
- ❏ Continue coordinating supports that promote adult mental health & staff well-being while strengthening practices that foster positive learning environments for all children.
- ❏ Strengthen student transitions to the next learning environment.
- ❏ Ensure continuity of care with families & further connect with the community to enhance the learning and life experiences for all.
- ❏ Persistent effort to modernize enrollment & recruitment
- ❏ Refine Program Goals to ensure relevant outcomes

ABILENE ISD

QUESTIONS?

ABILENE ISD



Abilene Independent School District Board Document - Agenda Item IX-B

Meeting Date: July 6, 2026 Meeting Type: Regular Meeting

Item Type: Report Future Action Required: Yes If Yes, Month: August

Subject: District Improvement Plan

Background Information:

A District Improvement Plan (DIP) is a comprehensive, strategic blueprint developed to guide the District's educational goals, resource allocation, and instructional strategies. It serves as a roadmap to improve student performance and ensure all student populations reach their full academic potential. It is developed through a collaborative process involving district administrators, principals, teachers, parents, and community members.

Fiscal Implications:

Abilene ISD receives substantial federal funding through ESSA. Board approval validates that the district's funding aligns directly with targeted educational improvements.

Administrative Recommendation: It is respectfully recommended that the Board of Trustees approve the District Improvement Plan, as presented, at the August, 2027 meeting.

Contact Person:

Shannon Marshall, Director – Federal Programs, ext. 8264

ABILENE ISD
CONNECT • LEAD • SUCCEED

Abilene Independent School District

2026-2027 Goals/ Performance Objectives/ Strategies

Generated by Plan4Learning.com
June 25, 2026 at 09:48 AM

Table of Contents

Goal 1 : By the end of the 2028-2029 school year, 75% of students in Abilene ISD ... 3
Goal 2 : By the end of the 2026-2027 school year, students in special populations ... 5
Goal 3 : By the end of the 2026-2027 school year, the district will reduce documen... 7

Goal 1 By the end of the 2028-2029 school year, 75% of students in Abilene ISD will be in A or B seats.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

AISD will strengthen Tier 1 ELA instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Evaluation Data Source: STAAR data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 8 STAAR ELA assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

Formative Reviews

October	January	April	June

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

AISD will strengthen Tier 1 math instruction and intervention systems to meet or exceed the state approaches average on at least 4 of the 7 STAAR math assessments.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Evaluation Data Source: STAAR Data

Strategy 1

Implement high-quality instructional materials (HQIM) with fidelity across all grade levels by providing aligned professional learning, collaborative planning, and targeted instructional support systems.

Strategy's Expected Result/Impact: AISD will meet or exceed the state approaches average on at least 4 of the 7 STAAR Math assessments. 75% of teachers will report confidence in internalizing and implementing new and recently implemented curriculum.

Staff Responsible for Monitoring: Curriculum and Instruction leaders

Formative Reviews

October	January	April	June

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

AISD will strengthen college and career readiness programming and processes to ensure at least 90% of Class of 2027 graduates successfully meet CCMR criteria.

TEA Priorities: Connect high school to career and college, Improve low-performing schools

Evaluation Data Source: Accountability reporting and internal tracking processes

Strategy 1

Strengthen college and career readiness pathways across all grade levels by aligning instruction, advising, and progress monitoring systems that prepare students for successful attainment of CCMR indicators by graduation.

Strategy's Expected Result/Impact: At least 90% of Class of 2027 graduates successfully meet CCMR criteria. This will move us towards the ultimate goal of 100% of students meeting CCMR criteria.

Staff Responsible for Monitoring: High school leaders, Curriculum and Instruction leaders

Formative Reviews

October	January	April	June

Goal 2

By the end of the 2026-2027 school year, students in special populations will increase passing rates on STARR and EOC by 10%.

Performance Objective 1

☑ High Priority ☑ HB3 Goal

AISD will track the progress of special populations students to make informed instructional decisions.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Evaluation Data Source: STAAR and district common assessments

Strategy 1

☑ Results Driven Accountability

AISD Curriculum and Instruction staff will provide targeted professional learning opportunities focused on data tracking, research-based instructional strategies, and HQIM implementation to increase Tier I and intervention planning.

Strategy's Expected Result/Impact: Teachers will be able to monitor student assessment data and implement a variety instructional strategies to promote student engagement and academic success.

Staff Responsible for Monitoring: Executive Directors for Curriculum and Instruction

Formative Reviews

October	January	April	June

Performance Objective 2

☑ High Priority ☑ HB3 Goal

AISD will provide a variety of opportunities for students to advance their academic growth.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Evaluation Data Source: Master schedules, Student participation in GT, AP, Honors, CTE, Dual Credit, and STEM programs

Strategy 1

Expand access to enrichment opportunities and rigorous learning experiences at all levels through STEM / STEAM programs to ensure all students are challenged and supported in reaching high levels of achievement.

Strategy's Expected Result/Impact: Improved STAAR, EOC and MAP growth; Increased student engagement metrics; improved achievement among special populations groups

Staff Responsible for Monitoring: Executive Directors, campus principals

Formative Reviews

October	January	April	June

Goal 3

By the end of the 2026-2027 school year, the district will reduce documented negative classroom behavior referrals by 10% through a targeted family engagement initiative.

Performance Objective 1

☑ **High Priority**

AISD will implement targeted family engagement initiatives across three strategic pillars--Proactive Communication, Collaborative Problem-Solving, and Capacity Building--to improve school climate and support the 10% reduction in negative classroom behavior referrals.

TEA Priorities: Improve low-performing schools

Evaluation Data Source: Behavior Referrals, Stakeholder Surveys

Strategy 1

Utilize district social workers and behavior coordinators to present mental health and behavioral strategy micro-trainings during famly engagement nights.

Strategy's Expected Result/Impact: Provide needed support and training to decrease negative behaviors at school and home.

Staff Responsible for Monitoring: Student Services, Principals

Formative Reviews

October	January	April	June

Strategy 2

Standardize the use of ParentSquare an accessible, translatable communication platform, so families can easily converse with teachers about daily wins and struggles.

Strategy's Expected Result/Impact: Positive communication with families and the reduction of documented negative classroom behavior referrals by 10%

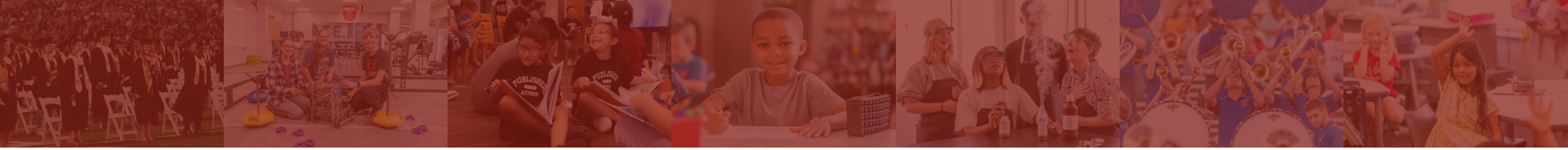
Staff Responsible for Monitoring: Principals, Student Services and AISD Communication Dept

Formative Reviews

October	January	April	June

District Improvement Plan

Shannon Marshall, Director of Federal Programs



Objectives

- Review the Texas Education Code (TEC) for District Improvement Plan
- Discuss Board Role
- Review the Process & Plan Structure
- Review and Discuss the District Improvement Plan
- Recommendation

ABILENE ISD



PURPOSE

- **Requirement:**
  - Districts must have a **district improvement plan** (TEC § 11.252).
- **Board role:**
  - Ensure the **plan exists** and is **annually reviewed**.
  - **Approve** the district's performance objectives (TEC § 11.251).

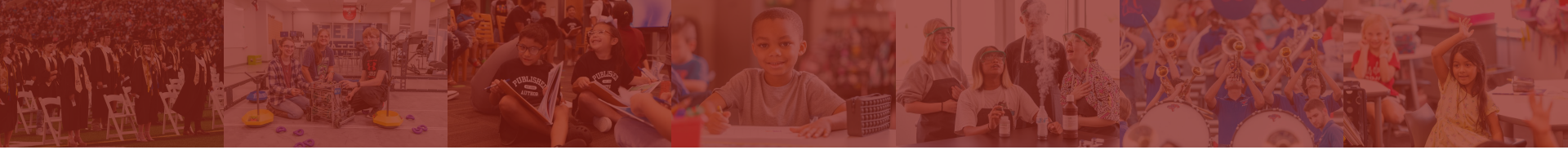
ABILENE ISD

SCOPE



- DWCC Meets Monthly
- Annual Needs Assessment
- Action Plan

ABILENE ISD



PLAN STRUCTURE

- Goals
- Performance Objectives
- Strategies

ABILENE ISD

District Improvement Plan Review & Discussion

ABILENE ISD

RECOMMENDATIONS

- Board Approval of the District Improvement Plan on the consent agenda in the August 2027 meeting.

ABILENE ISD

Abilene Independent School District Board Document - Agenda Item

Meeting Date: 7/6/26 Meeting Type: Regular

Item Type: Annual Report Future Action Required: No If Yes, Month: N/A

Subject: Fine Arts Department Report

Background Information:

A comprehensive overview of the Abilene ISD Fine Arts Department, detailing enrollment metrics, staffing, program offerings, student recognitions, and community partnerships.

Attached Supporting Documents: Google Slide Show

Fiscal Implications: N/A

Administrative Recommendation: N/A

Contact Person: Clay Johnson, Executive Director of Fine Arts

Abilene ISD
Fine Arts Report

EDUCATING THE WHOLE CHILD · 2025-2026

July 6 2026

AISD BOARD OF TRUSTEES

ABILENE, TEXAS

Core Philosophy & Vision

Believing that every student should possess basic knowledge, skill, and appreciation of the fine arts as a vital pathway to success in life.

> Thriving programs, led by confident teachers, making student-centered decisions.

Multi-Faceted Arts Programs



Music

Comprehensive secondary-level programs encompassing award-winning band, choir, orchestra, and handbells. Foundational skills taught by Kodaly Elementary Music Educators.



Visual Arts

Rigorous, curriculum-integrated studio pathways in design, drawing, painting, sculpture, and photography.



Performing Arts

Theatre Arts for all secondary students, highly dynamic speech and debate instruction, and drill team/dance.

Excellence by the Numbers

11K+

ABILENE ISD STUDENTS ENROLLED IN FINE ARTS

Serving Students K-12

Abilene ISD Fine Arts serves over 11,000 students through rigorous, award-winning arts experiences, cementing our reputation as a state leader in creative instruction.

These achievements foster the core competencies—self-discipline, focus, and cooperation—necessary for post-graduate success.

Three Crowns of Distinction



Visual Arts

TAEA District of Distinction: Named a leader in Texas art education for the 5th consecutive year, placing AISD in the top 5.5% statewide.



Theatre Arts

TxETA Outstanding District: Designated as an Outstanding District for the 3rd consecutive year, recognizing superior theatrical programming. Craig MS, Madison MS, and Cooper HS also recognized individually.



Music Education

NAMM Honors: State and national acclaim recognizing unparalleled support for student musicians and curriculum depth in the Abilene community. 9th year recognized.

Visual Arts Pacesetting

For the 5th consecutive year, Abilene ISD has earned the prestigious **TAEA District of Distinction** designation in visual arts, placing our program among the absolute elite in Texas.

Our curriculum integrates critical evaluation, historical heritage, and creative expression to help students construct original artworks from memory, imagination, and real-life objects.

Percentage of k-12 students earning the top rating (IV) in VASE:

TEAM - 96%
Jr. VASE - 76%
VASE - 75%
State VASE - 100% (Eight students with 10 qualifying submissions)
Total - 82%



Performing Arts Victory

State & Nationally Recognized

Our programs continue to reach landmark achievements through rigorous instructional standards:

- **TMEA All-State Choir:** Advanced student placements and accolades. 2 All State Students / 2 Solo State Champions
- **Superior UIL Ratings:** Standard across all secondary music programs. Band - 100% Division 1 (75/78) & 1 Solo State Champion
- **Orchestra Growth:** Expanded enrollment by 15%.
- **Speech & Debate:** Excellence at State and National Levels



Innovation & Strategic Growth

Enriching academic rigor with dynamic structural developments across our campuses.

Center for Arts & Innovation - CAI

The 5th Grade Magnet Pathway

An elite, application-based program that masterfully blends accelerated STEM courses (math & science) with robust, daily fine arts instruction.
Designed for high-achieving student leaders to develop both critical thinking and vibrant creative expression simultaneously.

Collegiate Level Partnership

Hosted directly on the McMurry University campus, giving young learners access to collegiate-grade facilities, guest mentorship, and university-led instruction.

Expands district academic opportunities for the upcoming school year.

Empowering Our Educators

Rigorous Professional Development

Our educators are lifelong learners. AISD actively invests in targeted fine arts professional development to refine instructional methodologies and stay ahead of Texas education standards.

Our teachers regularly participate in:

- **Statewide Conventions:** Active membership and training at TAEA, TMEA, TXETA, TDEA, TFAA, TBA, TCDA, TODA, NSDA
- **Collaborative Art Workshops:** Studio training sessions focused on innovative techniques.
- **Curriculum Alignment & Collaboration:** Continual analysis and refinement of Fine Arts TEKS. Sharing best practices.
- **Recruit and Hire:** Busy hiring season. Social media recruiting led to deep applicant pools. Fully certified art educators k-12.



Active Community Connections

The Museum Pathway & Beyond

We actively extend classroom walls into the vibrant local arts scene. Strategic partnerships provide every student with firsthand exposure to professional institutions.

Key highlights of our collaborative culture:

- **The Grace Museum:** Annual curations and educational field trips.
- **NCCIL:** Focused study of children's book illustrations and storytelling.
- **Young Audiences:** School field trips, after school programs, RAISE (Responsive Arts in School Education).
- **Abilene Philharmonic, Abilene Ballet Theatre, ACU Opera:** Providing unparalleled performing arts opportunities for Abilene ISD students.



Board Strategic Priorities

- **Culture of Collaboration**
- **Learner Engagement**
- **Strategic Partnerships**
- **Unparalleled Opportunities**

Questions?

Thank you for your tireless advocacy and investment in Abilene ISD Fine Arts!

Abilene Independent School District Board Document - Agenda Item

Meeting Date: July 6, 2026 Meeting Type: Regular Meeting

Item Type: Action Item Future Action Required: No If Yes, Month: August

Subject: School District Teaching Permit

Background Information**:**
During the 89th Texas Legislative Session, school districts were granted the authority to issue School District Teaching Permits (SDTPs) to qualified paraprofessionals. To be eligible, a paraprofessional must have served at least 180 days in the preceding year, be enrolled in a bachelor's degree program leading to teacher certification and demonstrate competency in the subject area to be taught. This new provision expands the educator pipeline by creating an additional pathway for experienced paraprofessionals to transition into classroom teaching roles. The district may also consider utilizing other types of School District Teaching Permits in the future to address staffing needs and support student learning.

Attached Supporting Documents:
School District Teaching Permits Presentation

TEA Guide – School District Teaching Permits

Fiscal Implications:
Associate Teacher Salary

Administrative Recommendation:
Approval of one School District Teaching Permit for a paraprofessional at Bassetti Elementary.

Contact Person: Alison Sims

School District Teaching Permits



A Guide for Districts

TEA®

Purpose

The purpose of this guide is to provide districts with a quick reference to school district teaching permit information, including rules and best practices for district personnel. This guide also outlines the steps to submit a school district teaching permit application.

Resources

Texas Education Agency
Division of Educator Preparation and Certification

- 512-936-8400 – Option 2
  Monday through Friday, 8:00am to 4:30pm

- Submit a TEA Help Desk ticket to Educator Certification
  with "SDTP Submission" in the subject line.
  Be sure to provide detailed information and include the full name(s) of the educator(s) and the TEA ID number(s).

- TEA Website – School District Teaching Permits

Key Reminders

- The district is considered the owner of all original documentation and as such is responsible for retaining all supporting documentation of the individual's qualifications for the SDTP being issued. These documents shall be maintained by the district and readily available upon request for five years beyond the individual's last day of employment.
- State law requires the district to provide the commissioner with a written statement identifying the person, the courses he or she will teach, and his or her qualifications to teach the course. The school district teaching permit application form (PDF) is used to satisfy the district requirement to notify the commissioner of education of the SDTP issued.

4 SCHOOL DISTRICT TEACHING PERMIT BASICS

5 TYPES OF SCHOOL DISTRICT TEACHING PERMITS

6 APPLICATION PROCESS

7 APPLICATION INSTRUCTIONS FOR SCHOOL DISTRICT TEACHING PERMITS

School District Teaching Permit Basics

- School district teaching permits (SDTP) are governed by Texas Education Code §21.055
- It allows a school district to employ an individual the district deems qualified to serve as a teacher but who does not hold a State Board for Educator Certification (SBEC) teaching certificate.
- A school district teaching permit is valid only in the district where it is issued and remains valid unless the district issuing the permit revokes it for cause.
- The SDTP is valid for classroom teaching assignments only and is ***not*** available for any other assignment, including:
    - school counselor
    - school librarian
    - administrator
    - any other professional assignment outside of classroom teacher, including special education, bilingual education, English as a second language, or PreK/PreK4 programs
- If the individual is in an Educator Preparation Program (EPP), which includes university and alternative certification programs, you must first consult with the certification program advisor prior to initiating the SDTP to ensure that the individual is not eligible for the SBEC-issued Intern or Probationary certificate and that placing the individual on the permit will not negatively affect program completion.
- If the candidate meets the eligibility criteria, the district may proceed with employment and must submit the SDTP form to TEA by the 30th day of employment. For non-core academic CTE requests, the form will be filed appropriately. For all other requests, including those outside non-core academic CTE and Paraprofessional roles, the form will be routed to the Commissioner of Education for final review and approval.
- Paraprofessionals may be issued an SDTP if they have at least one calendar year (180 days) of paraprofessional experience within the January 1–December 31 period immediately preceding the current year, in the same district, and are currently enrolled in an accredited institution of higher education, pursuing a bachelor's degree or have earned a bachelor's degree, and the district is responsible to ensure the educator obtains a probationary certificate within 3 years of school board approval. **At the end of the third year,** a notification must be submitted via TEA Help Desk ticket to "Educator Certification" with "Paraprofessional SDTP" in the subject line to notify the agency of the paraprofessional's certification status and to confirm the SDTP has ended for the individual.

Types of School District Teaching Permits

Noncore Academic CTE SDTP	Other Than Noncore Academic CTE SDTP	Paraprofessional SDTP
Noncore Academic CTE SDTP Application	Other Than Noncore Academic CTE SDTP Application	Paraprofessional SDTP Application
Teaching assignments only		
Criminal background check mandated by TEC §22.0833		
20-hour classroom management training (new employees) and must comply with any other continuing education requirements determined by the local board of trustees.		
Issued by the authority of the local school district board of trustees	Issued by the authority of the Commissioner of Education	Paraprofessionals who hold a bachelor's degree and are being placed on a "Other Than Noncore Academic CTE (Core Subjects)" SDTP: Issued by the authority of the Commissioner of Education; Paraprofessionals who do not hold a bachelor's degree and are being placed on either a "Noncore Academic CTE" or "Other Than Noncore Academic CTE" (Core Subjects): Issued by the authority of the local school district board of trustees.
Remains valid unless the district issuing the permit revokes it for cause.	Remains valid unless the district issuing the permit revokes it for cause.	Valid for 3 years from the date of issuance and the district is responsible for ensuring the individual obtains a probationary certificate and reporting certification status to TEA within the 3-year validity period of the approved SDTP
Exempt from bachelor's degree requirement	Bachelor's degree required (with the exception for career and technical education assignments)	Currently enrolled in a postsecondary program that could lead to a bachelor's degree
Demonstrated subject matter expertise, such as: • professional work experience, • formal training and education, • holding an active professional relevant industry license, certification, or registration, • or any combination of work experience, training and education, or industry license, certification, or registration, in the subject matter he or she will be teaching as determined by the district.	• College coursework in the subject matter he or she will be teaching • Demonstrated subject matter expertise in any combination relevant education, certifications, licenses, formal training, and professional experience.	• On track to earn a bachelor's degree and receive a probationary certificate not later than three years after school board approval and must comply with any other continuing education requirements determined by the local board of trustees. • Have served at or been employed by the district as a paraprofessional for not less than 180 days within the January 1–December 31 period immediately preceding the current year
Noncore academic CTE courses are CTE courses that are **not** eligible to satisfy foundation graduation course credit in mathematics, science, language arts, or social studies.	An "other than noncore academic CTE course" is a course that is eligible to satisfy foundation graduation course credit in mathematics, science, language arts, or social studies	The assignment can be Noncore academic CTE courses or an other than noncore academic CTE course.

An individual is **not** eligible for a SDTP subject to the approval of the Commissioner of Education if he or she:

- has or previously had a certificate issued by the State Board for Educator Certification (TEC §21.055 (a),
- has a pending application for a SBEC teaching certificate,
- or has applied for a teaching certificate and the application has been denied, has or once had a teaching certificate that has been sanctioned or revoked.

The SDTP is valid for classroom teaching assignments only and is ***not*** available for any other assignment, including:

- school counselor, school librarian, administrator,
- or any other professional assignment outside of classroom teacher, including special education, bilingual education, English as a second language, or PreK/PreK4 programs

Application Process

1. **Candidate Evaluation:** The district identifies a qualified individual who does not hold a standard teaching certificate but possesses demonstrated subject-matter expertise and relevant experience or education.

2. **Board Approval:** The district's board of trustees must formally approve the individual's assignment to a teaching position under an SDTP in an official board meeting.

3. **Application Completion:** District staff completes the appropriate application for submission to TEA.

4. **Notification to TEA:**
   - **For Individuals being placed on a "Other Than Noncore Academic CTE** (Core Subjects)" SDTP, the district must submit the application, available at the link below, to TEA for commissioner action **within 30 days of board approval**.

     Note: Individuals may teach the subject or class pending action by the commissioner.
   - **For Individuals being placed on a "Noncore Academic CTE"** SDTP, the district must submit the application, available at the link below, to TEA as formal notification. This submission should identify the individual, the course they will teach, and their qualifications to teach that course.

5. **Notification to TEA – Paraprofessional SDTPs Only**:
   - **For Paraprofessionals who hold a bachelor's degree and are being placed on a "Other Than Noncore Academic CTE** (Core Subjects)" SDTP, the district must submit the application, available at the link below, to TEA for commissioner action **within 30 days of board approval**.

     Note: Individuals may teach the subject or class pending action by the commissioner.
   - **For Paraprofessionals who <u>do not</u> hold a bachelor's degree and are being placed on either a "Noncore Academic CTE" or "Other Than Noncore Academic CTE** (Core Subjects)", the district must submit the application, available at the link below, to TEA as formal notification. This submission should identify the individual, the course they will teach, and their qualifications to teach that course.

6. **TEA Review (if applicable):** TEA will review the submitted documentation to determine whether the individual meets the statutory requirements. If approved, the individual may serve in the specified teaching role under the SDTP.

   Note: Any additional documents submitted with the application form **will not be reviewed** and will be securely discarded. TEA **does not issue certificates for SDTPs**, nor does the information appear online as part of the individual's official record of educator certification.

7. **Records Retention:** The district is considered the owner of original documentation specific to SDTPs. As such, the district must maintain documentation of the SDTP, board approval, and the individual's qualifications for audit and compliance purposes for at least **five years** from the date of board approval or for the duration of the individual's employment under the SDTP, whichever is longer.

   Note: A school district teaching permit remains valid unless the district issuing the permit revokes it for cause.

Application Instructions for School District Teaching Permits

District superintendents will apply for a school district teaching permit electronically using one (1) of the three (3) of the following applications. To help you prepare for your submission, the criteria for each application are listed below. The Superintendent will receive an email from the TEA Help Desk confirming the submission in 7-10 business days.

Noncore Academic CTE SDTP Application for teaching assignments issued by authority of the local school district board of trustees.

Section A – Submission of Application from the School District to the Commissioner of Education
This section outlines eligibility and legal context.

Section B – District Information - Provide details about the school district:

- **District Name**: Full name of the school district.
- **County/District Number**: Official TEA-assigned number.
- **Board of Trustees Approval Date**: Date the board approved the SDTP.

Section C – Candidate Information - Enter the paraprofessional's personal information:

- **Last Name, First Name, Middle Initial**
- **Maiden Name** (if applicable)
- **Date of Birth**
- **TEA ID**: Texas Education Agency ID number.

Section D – Assignment Information - Provide details about the assignment area.

- **Subject or Course the Person Will Teacher**: Indicate the name of the assignment to be taught
- **Grade Level**: Indicate the grade level (e.g., Grade 9; Grades 6-8, etc.).

Section E – Qualifications - Explain how the candidate is qualified to teach:

- Include **relevant work experience**, **formal training**, **education**, and/or **professional licenses**.

Section F – Education

- **Indicate Highest Level of Education:** Select either High School, College or Graduate
- **Name and Location of School:** Provide name of high school or college/university and city/state
- **Date From:** Date employment began
- **Date To:** Date employment ended
- **Date Graduated:** MM/DD/YYYY, if applicable
- **Expected Graduation Date:** MM/DD/YYYY if the person has not graduated
- **Sem/Clock Hours Completed:** If a degree was not obtained, how many hours were completed.
- **Type of Diploma or Degree:** i.e. diploma, certificate, associate, bachelors, masters, doctorate
- **Major/Minor Fields of Study**: Information located in transcripts

Section G – Processional License, Certificate or Registration

- **License/Certification:** R.N. Attorney, etc.
- **Date Issued:** Effective date of license
- **Date Expires:** Expiration date of license
- **Issuing Authority:** Texas Department of Licensing and Regulation, etc..
- **License Number**

Section H – Professional Work Experience

- **Position Title**
- **Employer:** Name of employer
- **Employer's Phone Number**
- **Immediate Supervisor Name and Title**
- **Select the box for the type of employment**
- **Average number of hours worked per week**
- **Starting Date:** Beginning date of employment
- **Leaving Date:** End date of employment
- **Responsibilities or Skilled Work Personally Performed by You:** Be specific and list equipment operated, skilled work or services performed, and supervisory experience (number of employees supervised)

Section I – Affidavit

To be completed by the superintendent or designee:

- Certifies:
    - Candidate's qualifications have been verified.
    - Background check via fingerprinting has been completed.

Prior to submitting your online request, please check the box at the end to have a copy of your responses for this SDTP submission emailed to you for your district records retention.

Application for any SDTP Other Than Noncore Academic CTE teaching assignment issued by authority of the commissioner of education.

Section A – Section A – Notification from the School District to the Commissioner of Education

This section outlines eligibility and legal context.

Section B – District Information - Provide details about the school district:

- **District Name**: Full name of the school district.
- **County/District Number**: Official TEA-assigned number.
- **Board of Trustees Approval Date**: Date the board approved the SDTP.

Section C – Candidate Information - Enter the paraprofessional's personal information:

- **Last Name, First Name, Middle Initial**
- **Maiden Name** (if applicable)
- **Date of Birth**
- **TEA ID**: Texas Education Agency ID number

Section D – Assignment Information - Provide details about the assignment area.

- **Course Title**: Indicate the name of the assignment to be taught
- **General Subject Area:** Indicate the General Subject Area (i.e. **Health Science, Trade & Industrial, Business, Marketing & Finance)**
- **Grade Level Range**: Indicate the grade level (e.g., Grade 9; Grades 6-8, etc.)

Section E – Qualifications - Explain how the candidate is qualified to teach:

- Include **relevant work experience**, **formal training**, **education**, and/or **professional licenses**.

Section F – Affidavit

To be completed by the superintendent or designee:

- Certifies:
  - Candidate's qualifications have been verified.
  - Background check via fingerprinting has been completed.

Prior to submitting your online request, please check the box at the end to have a copy of your responses for this SDTP submission emailed to you for your district records retention.

Paraprofessionals SDTP Teaching Assignment Application for teaching assignments issued by the authority of the Commissioner of Education.

Section A – Paraprofessional Serving in a Teaching Assignment: This section outlines eligibility and legal context.

Section B – Assignment Information: Provide details about the assignment area.

- **Assignment Area the Person Will Teach**: Check the box for whether the assignment area to be taught is a core subject or noncore CTE area. Specify the subject or course (e.g., Mathematics; Biology, etc.).
- **Grade Level Range**: Indicate the grade level (e.g., Grade 9; Grades 6-8, etc.).

Section C – District Information: Provide details about the school district:

- **District Name**: Full name of the school district.
- **County/District Number**: Official TEA-assigned number.
- **Board of Trustees Approval Date**: Date the board approved the SDTP.

Section D – Candidate Information: Enter the paraprofessional's personal information:

- **Last Name, First Name, Middle Initial**
- **Maiden Name** (if applicable)
- **Date of Birth**
- **TEA ID**: Texas Education Agency ID number

Section E – Education: Current Postsecondary Enrollment Information: Details about the candidate's college enrollment:

- **Name and Location of Postsecondary Institution**
- **Date Enrolled:** Date the educator enrolled in the institution
- **Graduation Date, if degree complete**
- **Expected Graduation Date:** If the degree is not complete, provide the expected graduation date.
- **Field of Study**: Major or program (e.g., Education, Math).
- **Name of Educator Preparation Program (EPP):** If enrolled in an EPP, provide the name of the EPP.
- **Date enrolled:** Date educator enrolled in the program
- **Projected Completion Date:** Date the educator plans to be finished with all program requirements and obtain a standard certificate.
- **EPP Certificate area**: Certification area of EPP enrollment

Section F – Paraprofessional Work Experience: Document the candidate's experience:

- **School District Name**
- **Number of Days Employed** as a paraprofessional within the January 1–December 31 period immediately preceding the current year. (must be in the same district)

Section G – Qualifications: Explain how the candidate is qualified to teach:

- Include **relevant work experience**, **formal training**, **education**, and/or **professional licenses**.

Section H– Affidavit: To be completed by the superintendent or designee:
Certifies:

- Candidate's qualifications have been verified.
- Background check via fingerprinting has been completed.
- For candidates without a bachelor's degree, the district must ensure they earn the bachelor's degree and obtain a probationary certificate within three years of school board approval.

Prior to submitting your online request, please check the box at the end to have a copy of your responses for this SDTP submission emailed to you for your district records retention.

Board of Trustees Meeting

Date

School District Teaching Permits

Alison Sims



School District Teaching Permits

Purpose

- Allows districts to employ qualified individuals who do not hold a Texas teaching certificate
- Provides flexibility to address staffing shortages
- Valid only in the district that issues the permit

Key Takeaway:

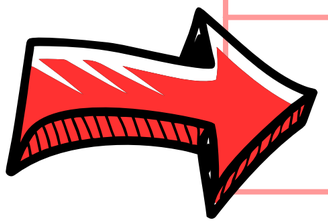
SDTPs provide districts with an additional staffing tool when certified candidates are unavailable.

ABILENE ISD



Types of School District Teaching Permits

Permit Type	Approval Authority
Noncore Academic CTE	Local Board
Core Academic Subjects	Commissioner of Education
Paraprofessional SDTP	Board and Commissioner



Key Requirements:

- **Classroom management training**
- **Subject matter expertise**



Board and District Responsibilities

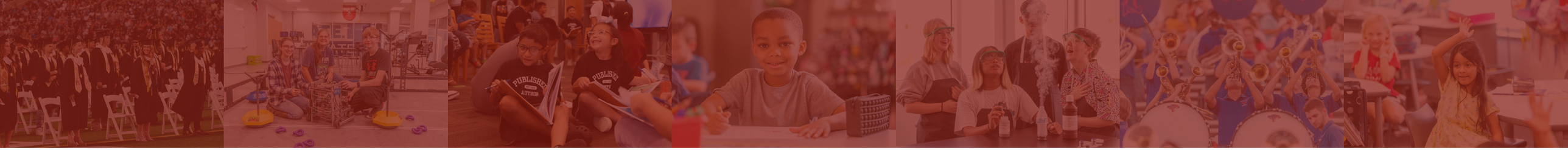
The Board:

- Approve eligible SDTP assignments
- Ensure compliance with state requirements
- Support documentation and records retention requirements

The District:

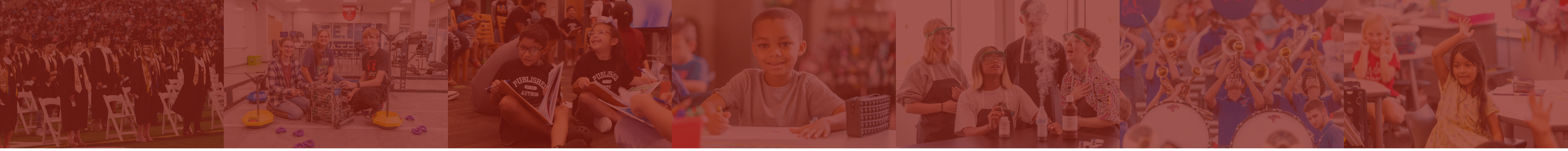
- Submit required notifications to TEA within 30 days of Board approval
- Monitor certification progress for paraprofessional permit holders
- Maintain documentation and records retention requirements

ABILENE ISD



Recommendation:

The Board approve one School District Teaching Permit for a paraprofessional at Bassetti Elementary School.


PUBLISHED
AUTHOR

Abilene Independent School District Board Document - Agenda Item X.B.

Meeting Date: July 6, 2026 Meeting Type: Regular Meeting

Item Type: Action Future Action Required: No If Yes, Month: N/A

Subject: Appointment of Delegate and Alternate for the TASB Delegate Assembly, Friday, October 9, 2026.

Background Information: Each School District that belongs to the Texas Association of School Boards (TASB) nominates a delegate and an alternate delegate to serve on the TASB Delegate Assembly. The Delegate Assembly meets during the TASA/TASB Conventions. The 2026 TASA/TASB Delegate Assembly will be held in Houston, Texas on Friday, October 9, 2026.

Attached Supporting Documents: None

ABILENEISD

Fiscal Implications: None

Administrative Recommendation: None

Contact Person: Dr. Joe Waldron, Superintendent